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ABSTRACT

This study reports on nine family literacy projects that focus on families whose primary language is not English. The first six projects fall under the Kenan service model, which sees that children receive more or as many services as adults and is organized around children's needs. These include the Canoncito Family Support/Early Childhood Education project (Lagana, New Mexico); the Family Tree Even Start project (Mesa, Arizona); Healdsburg/Windsor Even Start project (Healdsburg and Windsor, California); Hidalgo Even Start project (Hidalgo, Texas); Refugee Family Literacy Project (Rochester, New York); and Salem Family English Literacy project (Salem, Oregon). The last three projects focus on adults and are referred to as enhanced adult English-as-a-Second-Language family literacy projects. These include the Florida International University Family English Literacy project (Miami, Florida); the Lao Family English Literacy project (St. Paul, Minnesota); and the Newcomer Family Literacy project (Lawrence, Massachusetts). The report highlights the accomplishments and lessons of each project; focuses on cultural and linguistic issues; describes effective approaches for dealing with program components, such as outcomes and evaluation methods; and looks at project design and implementation. One-page profiles highlight key issues and strategies and provide detailed information about each project. Appended are project information, including a list of project contacts, and an assortment of project materials that may provide insights into effective family literacy strategies. (KM)

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Model Strategies in Bilingual Education: Family Literacy and Parent Involvement

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This report offers administrators and teachers examples of many strategies used to work with parents of students with limited English proficiency (LEP). The report, produced by Policy Studies Associates, Inc., is in response to an assignment from the Office of Bilingual Education and Minority Languages Affairs in the U.S. Department of Education to identify successful bilingual education strategies and programs for families and share them with the Title VII grantees nationwide.

The report profiles nine exemplary sites, selected with the assistance of a panel of experts, which exhibit a wide range of parent involvement and family literacy programs. Five describe bilingual projects, including four that teach Spanish speakers and one serving Navajo families, while four describe projects serving mixed-language groups. Yet the programs have a number of common features.

- They create opportunities to develop literacy in a natural context-in most cases, mother and child together, and provide direct services to both.
- They attempt to address the long-term needs of the child by serving the short-term needs of the whole family.
- They help parents understand the demands of U.S. schools and equip them with the skills to be their child's teacher and advocate.
- They provide English-language instruction and other services to the parents to enable them to participate more actively in their communities.

The report suggests promising strategies in areas such as project design and implementation, population targeting and recruitment, staffing, inservice training, instruction and curriculum, and program evaluation. It also describes how local projects deal with mixed and homogeneous groups of participants to reconcile differing goals and expectations of programs and parents, develop literacy and language proficiency, and serve hard-to-reach populations. At the same time it suggests how immigrant and LAP families' desire to learn English and their strong family bonds contribute to the success of these programs.

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Model Strategies in Bilingual Education: Family Literacy and Parent Involvement

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INTRODUCTION

Over the past decade, U.S. educators and policymakers have focused increased attention on the role of parents in their children's education. There is little question that the support a child receives in the home becomes the foundation for success in school; improving the amount and quality of parent involvement in children's education remains a continuing challenge. This is particularly true for economically disadvantaged parents, who often have had unhappy experiences in school and may feel ill-equipped to help their children negotiate the educational environment that the parents perceived as alien or threatening to them.

Although families with school-age children have become increasingly diverse, in terms of culture and language, until recently, the connections between cultural diversity and family education received scant attention. In 1990 the U.S. Department of Education commissioned Abt Associates, Inc., to conduct a study that was published as *Working with Families: Promising Strategies to Help Parents to Support Young Children's Learning* (Goodson, Swartz, & Millsap, 1991). The researchers reviewed 25 literacy projects designed primarily for families living in poverty. The report's final recommendations included a call for further attention to projects targeting families who, in addition to confronting poverty and illiteracy, face cultural and linguistic barriers.

In response, the U.S. Department of Education contracted with Policy Studies Associates, Inc., to conduct a second study of family literacy projects, this time with an emphasis on families whose primary language is not English. Although many of the projects we examined have much in common with those reviewed in the Abt study, projects working with families who had limited English proficiency (LEP)—including long-time residents, recent immigrants, and refugees—encounter unique challenges and opportunities.

The nine projects we visited in this study have a number of common features:

- They seek to improve the life chances for their participants by creating opportunities for literacy development

in a natural context—in most cases, mother and child together

- They share a conviction that the long-term needs of the child are best served when the short-term needs of the whole family are addressed first

- They seek to enhance children's cognitive development through direct services to children and the parents

- They help parents understand the demands of American schools and equip them with the skills they need to be their children's teacher and advocate

- They provide English-language instruction and other services to the parents to enable them to participate more actively in their communities and their children's lives

Our Approach

Attention to intergenerational learning in both policy and academic circles is relatively new, and developing a useful conceptual framework for the examination of effective strategies requires expertise in several disciplines. Understanding these conditions, we began the study with a review of the pertinent research in bilingual education and parent involvement. Members of the study team then solicited recommendations for high-quality research sites from experts in the fields of early childhood education, bilingual education, and parent involvement. We then circulated the list of preliminary nominees among the advisers for further comments, and made our final selection of project sites to reflect the quality and diversity of the populations served. The following projects were selected for in-depth site visits during the spring of 1992:

- Five bilingual projects, including four that target Spanish speakers (from Mexico and Central America) and one serving Navajo families

- Four multilingual projects that serve mixed groups of Southeast Asians, Spanish speakers, eastern Europeans, Haitians, and Chinese families

The projects selected are located in all geographic regions of the United States, and they use resources drawn from various funding configurations, including federal funds (ESEA Title VII and Even Start), local contributions, and private foundations.

To collect data, two-person teams of researchers visited each site for two to three days. We observed classroom activities for adults and children and interviewed staff, administrators, and parents. Interpreters were used when the research team did not know the language of the participants.

Service models. All projects provide regular instructional or support services to both adults and children, but some projects concentrate on services for adults, while others allocate services evenly. Using the balance of services as a rough measure for distinguishing among projects, we divided the project sites into two service models: Kenan model projects, which offer at least as many instructional services and resources to children as to adults, and enhanced adult ESL projects, which emphasize instruction for adults.

Under the Kenan model (named after the Kenan Trust, which adapted and developed this family literacy model in Kentucky),

children receive as many or more services than adults, and the curriculum is organized around children's needs. These projects make children the explicit focus of many activities, including some of those provided to adults.

The Kenan model, developed and promoted by the National Center for Family Literacy, was first implemented in Kentucky and has become a widely used model of family literacy. In its basic form, the model includes adult education (usually Adult Basic Education [ABE] or general equivalency diploma [GED] preparation), High/Scope early childhood education, parent-and-child together (PACT) time, and parenting sessions.

Originally developed to serve English-speaking families, the Kenan model has been adopted by some bilingual and multilingual projects, which replace ABE/GED instruction with ESL. Among the nine sites we visited, six are Kenan model projects, including all three of the Even Start projects, whose grant requirements were developed in collaboration with the National Center for Family Literacy:

Cañoncito Family Support/Early Childhood Education. This project is a composite of several projects to serve preschool-age children and their parents in a small Navajo community near Albuquerque, New Mexico. The project, based at the To'hajiilee Community School, combines home visits, early childhood education, and an individualized adult education project to serve the diverse needs of the 1,800 residents of the reservation.

Family Tree Even Start. Operating at six elementary school sites in Mesa, Arizona, with funds from a federal Even Start grant, Family Tree serves both LEP and English-speaking families. Adults from Mexico and other Spanish-speaking countries receive instruction in ESL and vocational preparation while their children participate in High/Scope preschool activities, along with other family services such as regular home visits.

Healdsburg/Windsor Even Start. The collaborating districts of Healdsburg and Windsor, California, focus on increasing adult literacy for Mexican immigrants and on encouraging parent involvement in the education of their preschool and elementary school children. The projects provide a mix of center- and home-based instructional services—including ESL, home visits, and parent-child activities.

Hidalgo Even Start. Located in the small Texas border town of Hidalgo, this family literacy project brings Mexican and Mexican-American parents and their preschool-age children together to learn literacy skills five mornings per week. Begun in 1989, the project is administered by the Hidalgo Independent School District with funds from a federal Even Start grant.

Refugee Family Literacy. Serving refugee families from Laos, Cambodia, Vietnam, and the former Soviet Union, an adult learning center located in Rochester, New York, has developed a family literacy project that builds on an established network of ESL classes. The project—funded in part through the Toyota Education Foundation—sponsors daily adult ESL instruction, High/Scope preschool activities, parent-child time, and parenting sessions.

Salem Family English Literacy. This project, located in Salem, Oregon, serves Hispanic, Southeast Asian, and Ukrainian

families through a partnership between two Title VII programs, one targeted at preschool-age children and the other at their parents. Operating out of a community center, the project offers center-based classes as well as weekly home visits.

Among Kenan model projects included in this study, services and resources are allocated evenly between adults and children. While adults receive ESL instruction, children participate in a preschool project; while adults work on computer programs, children work with tape players, computers, and arts materials. In these projects, the adult ESL curriculum also is often focused on family issues, parenting, and early education for children.

In contrast, three of the projects studied for this report concentrate a larger portion of their instructional services, resources, and attention on adults. The study team members called this configuration enhanced adult ESL, because these projects augment an adult ESL curriculum with family, parenting, and child care components. Despite the addition of family-oriented services and activities, the main purpose of the enhanced ESL projects is to provide instruction to adults. Services and benefits to the children are secondary.

The three enhanced adult ESL family literacy projects among our nine study sites were as follows:

Florida International University Family English Literacy. Located at five neighborhood schools in and around Miami, Florida, this federally-sponsored project includes child care and parent-child activities, but concentrates on adult ESL instruction for recent immigrants from Nicaragua, El Salvador, and Haiti. The instructors use an adult ESL curriculum that focuses on parenting and cultural issues, and the project groups adults by their native language and proficiency in English.

Lao Family English Literacy. With support from a federal bilingual education grant, this project was developed by the Lao Family Community of St. Paul, Minnesota, an organization founded by Hmong refugees in 1977. The project emphasized adult ESL instruction for Hmong and Vietnamese refugee families who have settled in St. Paul. It also offers native language literacy instruction. Child care or preschool education is provided at some of its sites.

Newcomer Family Literacy. Located at the central public library in Lawrence, Massachusetts, this project has evolved during the process of implementing numerous grants, including one awarded by the Barbara Bush Foundation for Family Literacy. While child care is available, the project focuses its limited resources on providing high quality adult ESL instruction. The adult curriculum focuses on survival and job skills, with occasional reference to parenting and child development topics. By making extensive use of the library resources and educational technology, the project has been able to attract and assist families of recent immigrants.

Using This Report

These two models and nine projects represent a variety of responses to different populations and settings, each reflecting a different configuration of challenges and opportunities. In addition, many of the projects are new, and all are constantly evolving, adapting to changing needs, and learning from their mistakes. The projects

have developed a range of responses to important choices in project design—such as emphasizing child or adult services—which have no clear right or wrong answers. By their own admission, the projects have all experienced both successes and failures in implementation and results.

For these reasons, this report makes no attempt to rank effective projects or compare service models. Instead, we draw on the accomplishments and lessons of the nine projects to highlight promising strategies in family literacy programs for bilingual and multilingual populations. The first part of the report focuses on cultural and linguistic issues that may be significant. We then describe effective approaches to dealing with specific program components, including outcomes and evaluation methods. The final section reviews challenging issues in project design and implementation. Throughout the report, one-page profiles highlight key issues and strategies and provide detailed information about each project. Appendix A also contains descriptive information on the nine projects in this study, as well as a list of project contacts. Appendix B contains an assortment of project materials that may provide useful insights into effective family literacy strategies. ■

CULTURAL AND LINGUISTIC DIFFERENCES

Diversity is the common denominator of these family literacy projects. Even among the projects that serve a relatively homogeneous clientele (e.g., newly arrived Mexican mothers), differences among the participants present challenges in designing services and instruction. Many of the projects we visited served people of mixed languages and countries of origin.

Literacy and Language Proficiency

Some of the projects in the study serve recent immigrants who know no English at all, while others target people who have been in the United States for many years and have some knowledge of the English language. Similarly, participants have different levels of native language literacy. In a few cases e.g., Hmong and Haitian) there is no historical tradition of literacy, and their written languages have only recently been "invented"—often by foreigners. Moreover, participants may have different goals for their education; while all want to learn English and ensure the academic success of their children, some are motivated by a powerful desire to reduce their sense of isolation from the community, and others cite specific goals such as GED completion and acquisition of job skills for employment.

This range of foundations for English literacy instruction obviously has implications for curriculum and instruction and presents clear challenges for project staff. These challenges are compounded when individual projects serve students with many different kinds of preparation. Indeed, this situation is common, because few projects want to turn away potential participants because of different backgrounds or needs.

Cultural Differences

The word culture is often used in casual conversation to connote the beliefs and social practices typically associated with a person's racial or ethnic background, national origin, and native language group. The term as used in this report is interpreted much more broadly. As we learned from

staff and project participants during this study, culture also encompasses the customary beliefs, social practices, and traits of a group of people, deriving from their socioeconomic status, level of education, religion, age, generation, number of years or generations of residence in the United States, and other group affiliations. "Family values" also may be added to the list. This broad definition of culture has implications for family literacy projects that seek to hire culturally sensitive staff, to implement culturally sensitive projects, and to acknowledge or even celebrate the value of different cultures.

Some of the cultural groups served by these projects bring values that may appear to clash with mainstream U.S. practices and beliefs about education and family roles. Some of these different perspectives may present obstacles to success in American public schools. Because these behaviors or attitudes may appear to contradict project goals, project developers and staff cited them as particular challenges. Our conversations with project staff pointed to a number of potential mismatches that have implications for literacy and school preparation:

- ***Interaction with children.*** Many of the projects face initial or ongoing resistance in attempts to encourage adults to play with their children more frequently, either in parent-child time or at home. In some cultural groups, adults do not understand that play can be an important learning experience; instead, they view playing with their children as "spoiling" them. Some parents complain that it leads the children to require too much adult attention. In more than one project, "learning how to play" is a central and challenging concern.

- ***Discipline.*** Cultures have different approaches to child socialization, including parental use of physical coercion. Two of the sites we visited explicitly address the theme of alternative approaches to correcting misbehavior.

- ***Expectations for teaching and schools.*** Some of the immigrant participants come from countries where teachers are more authoritarian than they are in the United States, and learning is not seen as a participatory process. As a result, they may be ill at ease with pedagogy that encourages them to take responsibility for their own learning. Similarly, parents may be reluctant to become actively involved in their children's schooling, because they view such involvement as an improper challenge to the authority of the teacher and school.

- ***Expectations for educational attainment.*** In some cultures, students spend relatively few years in school, so that parents may have relatively low expectations for the educational attainment of their children.

- ***Expectations for schooling of women.*** Most family literacy projects specifically attempt to increase the educational level of the mother, with a view toward improving the family's economic situation and consequent opportunities for the children. In some cultures, this approach is seen as a threat to the male members of the household. Several projects report varying degrees of success in persuading men that it is best for everyone if wives help themselves while helping their children.

- ***Perceptions about native language.*** Because the desire to learn English is a powerful incentive for all of the participant families, in some cases project participants are willing to "sacrifice" their native language in the effort to acquire English skills as quickly as possible. This may lead them to discourage the use of the native language in young children who have not yet reached verbal fluency. As Wong Filmore has pointed out (1991), in such a situation, the child may not achieve proficiency in either language.

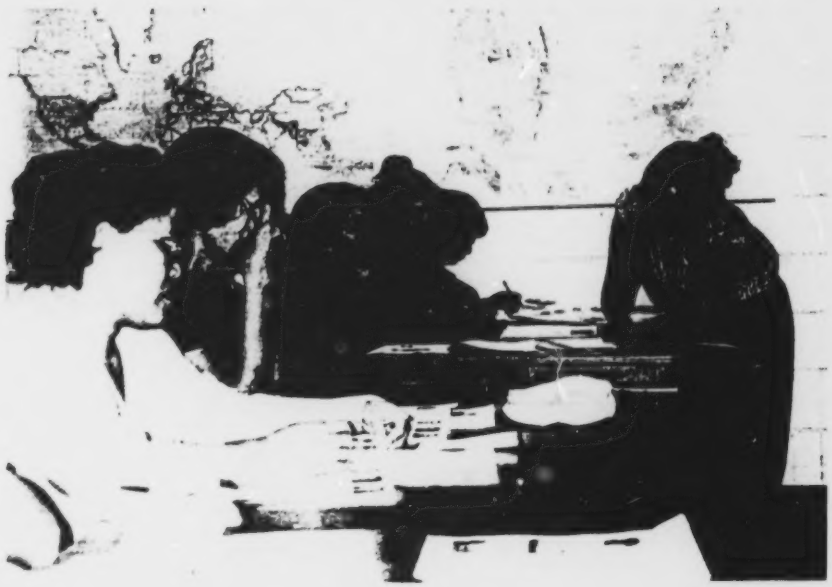
While aware of these challenges, project staff are quick to cite additional cultural attributes that can provide real advantages for family literacy efforts targeting diverse participants.

- ***Attitudes toward English acquisition.*** To say that the project participants are eager to learn English is a vast understatement. Many immigrants live in communities where there is virtually no opportunity to learn English on their own, and they have a ravenous desire to participate fully in U.S. society. Many of the adults have overcome strong fears and negative associations with schooling in order to achieve this goal.

- ***Attitudes toward literacy.*** The great majority of project participants firmly believe that education is the key to success in the United States for them and their children. Because of this conviction, they are eager to learn ways that they can help their children achieve greater literacy and later success in school.

- ***Attitudes toward participation in "mainstream" culture.*** Although most participants want to preserve their native language and culture, all are eager to learn to succeed in the U.S. system. Because the content of most family literacy projects provides useful information about the mainstream, most participants are unusually avid learners.

- ***Family ties.*** Many of the cultural groups represented in these projects have much more elaborate and powerful family structures than is the case in the United States. Many of these bonds have been solidified through adversity, ranging from years of severe poverty to political persecution and flight. This is particularly true for more recent arrivals. In some cultures, the commitment to family obligations and collective betterment far outweighs any individual motivation. Family literacy



projects are particularly well suited to provide learning opportunities that take advantage of this strong commitment.

Culture and Socioeconomic Status

During the course of our visits, it became apparent that the kind of generalizations about culture just presented can be as misleading as they can be useful. It is essential to note that cultural and linguistic groups are neither homogeneous nor static. What is true for some Vietnamese is not true for all Vietnamese, much less for Laotians or other Southeast Asians. Moreover, culture and collective identity are dynamic constructions: they evolve and change as people interact with other groups. Effective family literacy projects are well aware of this continuous interaction and adaptation.

It is also important to keep in mind that all the project participants live in poverty. Because of this shared condition, behaviors and practices endemic to disadvantaged populations worldwide may be mistakenly labeled cultural attributes. For example, the lack of reading skills among poor populations is sometimes attributed to an absence of "value" placed on literacy, when in fact, as many researchers have noted (e.g., Teale & Sulzby, 1986), economic constraints can severely limit the opportunity to view and interact with print of all kinds.

The complex relationship between social class and cultural norms was evident to us in several projects with bilingual staff and in projects where earlier immigrants looked down on new arrivals from their homelands. Indeed, in the most culturally and linguistically mixed projects, there was little talk of culture at all; instead, references to participants centered on common needs and goals deriving from economic circumstances. In general, project developers and staff found that they needed to educate themselves on the various perspectives and experiences of their students and thus develop a constructive view of "difference" and its emancipatory possibilities. Overwhelmingly, the project staff we interviewed approached their work in this way. Some of their more successful responses follow. ■

PROMISING STRATEGIES

Contexts that Enhance Project Implementation

Certain conditions seem to enhance the chances for the development of family literacy projects:

- ***Experience with bilingual education or ESL.*** Projects located in communities with long histories of bilingual education are particularly likely to benefit from an established base of support. Trained staff who are familiar with the participants' culture, especially when they are also experienced with adult education, are better prepared to meet the challenges of multifaceted family literacy projects.

- ***Experience with adult and early childhood project development.*** Again, it is useful to draw on an established base of content knowledge and experience. In many cases—even where bilingual staff are plentiful—projects lack personnel trained in either adult or early childhood education, sometimes leading to imbalance in project design and emphasis.

- ***Support for bilingualism and expanded notions of literacy.*** These are philosophical underpinnings that promote respect for project clientele and are invaluable in developing trust and commitment. Educators who clearly support dual language development create a positive learning environment by communicating that sense to participants and modeling bilingualism.

- ***Settings that are comfortable for adults as well as children.*** Although it may seem like a trivial detail, crowding adults into tiny chairs often underscores the fact that participants are borrowing someone else's space. Adequate space, proper equipment and furniture, and locations that welcome adults—such as libraries and community centers—can make adults feel valued and more comfortable. (See Profile 1.)

- ***Involvement of school personnel in***

Profile 1

CREATING A COMFORTABLE AND RESOURCE-RICH SETTING FOR FAMILY LITERACY

NEWCOMER FAMILY LITERACY PROJECT (LAWRENCE, MASSACHUSETTS)

EVOLUTION: The Lawrence public library has provided a variety of family literacy services over the past several years, using state and federal library services grants. In 1990, the Barbara Bush Foundation for Family Literacy awarded the project a one-year grant to further develop its services. Currently, the project operates through a variety of grants, and coordinates its services with local agencies.

The Newcomer project serves a group of about 20 adults and their children from the Dominican Republic, Puerto Rico, Guatemala, China, and Haiti. The project attracts many adults who have recently arrived in the United States, with widely varying levels of English proficiency. Over half of the participants are not literate in their native language. Women make up three-fourths of the adult participants. Almost all the adults bring children ages 2 to 5 to the project.

DESIGN: The Newcomer project is located in a public library, a location that has proved useful and attractive for immigrant adult learners. Located across the street from a public high school, the project uses well-lit office and instructional space located one floor above the main library space. There is an adult instruction room, space for child care, and an additional room with library materials, tables, and other written resources. The library itself houses an extensive collection of translated and low-literacy materials in written, audio, and video form. The project makes frequent use of these resources.

Parents receive ESL instruction two mornings each week, for a total of five hours, while their children participate in an on-site child care program. Services are scheduled in the morning in order to serve those who cannot attend evening classes provided by other agencies. In 1991-92, the five hours of activities included some parent-child time.

INSTRUCTION/ CURRICULUM: In addition to conventional ESL strategies, the project also uses five computers to promote literacy through language experience activities. The staff speak Spanish occasionally during instruction, but native language literacy training is not offered due to funding constraints.

Instruction focuses on job and survival skills (e.g., interviewing, filling out employment forms), as well as occasional school-related and parenting topics. Participants use traditional ESL workbooks and practice dialogues to learn English-language concepts and practice their skills.

STAFFING: The assistant director of the library coordinates the project and has developed many of its components. A monolingual certified ESL instructor teaches the adults with the help of three volunteers. A paraprofessional bilingual aide works with the children.

OUTCOMES: In the absence of a formal evaluation, project staff point to anecdotal reports of their success: high attendance rates, low attrition, and regular placement of "graduates" in local training programs. The participants are enthusiastic about the project, expressing their desire to attend class more frequently.

project design. Although it may not be possible in all projects, teachers or other school staff can help build important bridges between the project and the local school program. Project staff who are former teachers at the host sites are well situated to make this important connection. They have already earned the trust and respect of school personnel, and they are more likely to endorse the family literacy initiative.

- ***Links to other community service agencies.*** A project's potential to address an array of needs is expanded when it includes counseling and referral to other social services, or when multiple community-based organizations combine their talents. In Salem, project staff offer additional child care through a nearby nursery school; in the Newcomer library project, they channel potential participants or project "graduates" to vocational training or community college courses.

Setting Goals: A Balance of Expertise and Flexibility

The design of a family literacy project entails a number of choices about emphasis and scope. The resulting balance—among adult education, ESL, early childhood, and parenting instruction—should be a theoretical framework that reflects the relative expertise of designers and staff and serves the needs of the prospective participants. Interviews with parents and staff yielded the following advice:

- ***Understand the dual nature of adult motivation.*** Although all parents in these projects were interested in their children's well-being and school success, the parents are more concerned with meeting their own immediate needs. Thus, programs should pay as much attention to the quality of the ESL classes as to the early childhood component. Many projects, however, had highly qualified early childhood education teachers but relied on moonlighting elementary school teachers to lead the ESL lessons.

- ***Draw on expertise from different disciplines in project design.*** We saw examples of projects where lack of experience has led to inconsistencies across different project components. For example, in several cases the early childhood instruction is

Profile 2
BALANCING THE NEEDS OF CHILDREN AND ADULTS

REFUGEE FAMILY LITERACY PROJECT (ROCHESTER, NEW YORK)

EVOLUTION: Begun in 1991, the Refugee Family Literacy project is funded in part by the Toyota Education Foundation, which promotes family education in Rochester and other cities. These private funds supplement federal and state refugee assistance, adult education, and early childhood program funds.

The Refugee Family project serves some 20 parents and their children, most of whom are recently arrived refugees from Ukraine, Laos, Vietnam, Cambodia, and Uganda. Levels of English proficiency and education among participants vary greatly; some people have conversational English skills and some college education, whereas others understand no English and are not completely literate in their native language. Most fathers and mothers participate in all project activities together.

DESIGN: The Refugee Family Literacy project is located in two classrooms in a large refugee assistance school that serves over 600 adult refugees. The school offers a wide range of ESL and computer-assisted instruction, as well as other counseling and vocational support services—all of which participating families may use. A basement play area is also available, as is a cafeteria.

> With the exception of one afternoon reserved for planning, the project offers intensive instruction to both adults and children, five days per week from 8:30 a.m. to 2:30 p.m. Adults have ESL instruction and parenting class; children receive preschool education. Parent-child time and meals are provided to parents and children together daily.

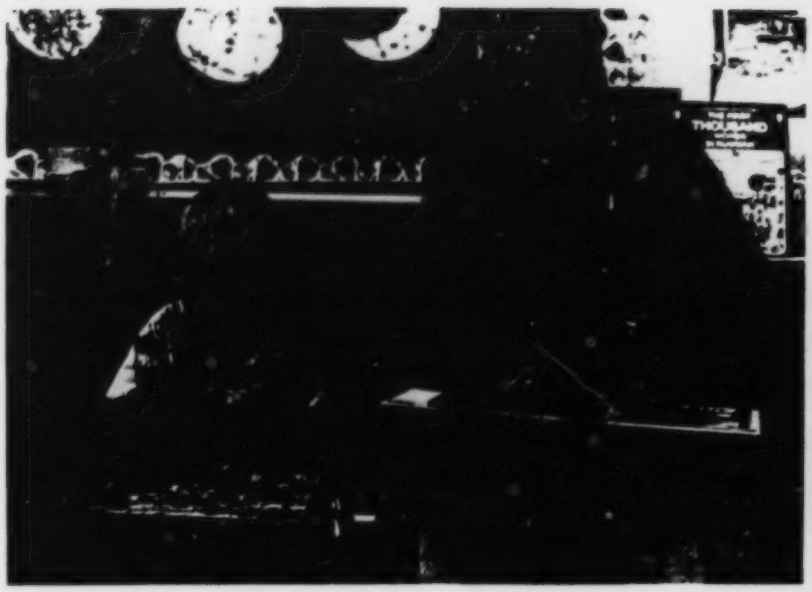
INSTRUCTION/ CURRICULUM: Adult participants receive traditional ESL instruction in a mixed-language, mixed-English-proficiency setting. Although English is the most common language of instruction, bilingual staff use participants' native languages during parenting class to translate key concepts. Children participate in a High/Scope preschool program that also provides some native-language instruction.

The adult curriculum is adapted from traditional ESL workbooks, focusing on knowledge about the United States, survival skills, and information related to jobs. Computers located in both the adult and preschool classrooms provide educational software and word processing programs for adults and children.

STAFFING: Professional staff include one monolingual adult ESL instructor and one monolingual preschool teacher. Two multilingual aides help the preschool teacher, and five additional bilingual counselors (representing almost all of the participants' national origins) are available to help with adult ESL instruction and to counsel families participating in the project.

OUTCOMES: Although the district has not yet completed its formal evaluation, there are numerous indicators of success: low attrition, high attendance, and steady gains in English proficiency by adult participants.

thoughtfully planned to be developmentally appropriate and learner-centered, while the ESL or GED instruction relies heavily on worksheets and teacher lecture. In other cases, adult education receives the lion's share of energy and planning, while other components are largely limited to non-instructional child care.



- ***Recognize the potential tension between project and parent goals.*** Some staff members are surprised to learn that some participants initially resent parenting classes and parent-child time because they take valuable time away from learning English. The staff need to be prepared to make the case for these project components, drawing on the participants' background, experiences, and values, and making clear connections to future school success. Without this degree of understanding, parents may simply go through the motions during the structured activities. In some cases, compromise will be in order; the project should be adapted to adult interests (see Profile 2). Some projects have found imaginative ways of combining family services with ESL instruction by allowing older children to lead activities in English.

Project Design and Implementation

Project staff were articulate in describing pitfalls of early project development efforts. Directors of even the most smoothly running projects agreed on the following suggestions for the planning stage:

- ***Allow time for a comprehensive needs assessment.*** Development of a project appropriately tailored to prospective participants entails careful attention to specific population characteristics, including immigration history, educational background, and level of language proficiency. It is particularly important for the staff to be familiar with community strengths as well as needs.

- ***Include project staff in planning the project.*** Not surprisingly, projects designed by a grantwriter or central office person distant from the project are less likely to be a good match with staff perspectives and particular needs.

- ***Get parents and community members to help design the project.*** In addition to encouraging ongoing feedback, projects should consider including parents early on decisions

about issues ranging from schedule to content. Moreover, some researchers feel that curriculum developers should draw on participants' knowledge and experiences to integrate salient cultural interests and social issues into literacy content.

- ***Build in flexibility when adapting national models.*** Publicly funded projects often require varying degrees of fidelity to predetermined models, many of which have not been specifically designed for populations with limited English proficiency. Creative use of guidelines can allow adaptations in scheduling, content, and project emphasis. For example, the two rural projects in the Healdsburg Even Start consortium have designed different approaches to meeting their respective needs: Healdsburg has an evening project based at the high school which entire families attend, and Windsor has focused efforts on getting mothers involved in the daytime Spanish immersion project at the elementary school (see Profile 3).

- ***Consider gradual implementation of different project components.*** Multifaceted projects ask a great deal of parents and their children, adding many new ideas and structures to already complicated lives. In some cases, full implementation of all project components may be too much at once. For example, one of the Family Tree sites had no staff person to make home visits when the project started. In retrospect, they concluded this had been fortunate, because it took some time before the staff had established the trust necessary to be welcome in parents' homes.

- ***Strive to make the best use of limited funds through creative funding strategies.*** Several projects draw on the resources, space, or talents of other community agencies to expand their service capacity. Schools are the most obvious contributors, but other potential collaborators include libraries, community centers, and community colleges. Many projects have also successfully obtained foundation grants and local business sponsorship.

- ***Keep in mind that projects may need to be flexible if they are to retain participants.*** Many of the

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Profile 3

ADAPTING FAMILY LITERACY MODELS TO SUIT BILINGUAL PARTICIPANTS

HEALDSBURG/WINDSOR EVEN START PROJECTS (HEALDSBURG, CALIFORNIA)

EVOLUTION: The rural communities of Healdsburg and Windsor provide a variety of instructional and support services to participating families. Funded in large part through a federal Even Start grant, these projects also receive local funds and share resources with host schools.

The Healdsburg/Windsor Even Start projects focus on increasing adult literacy and family involvement for low-income Mexican immigrants with preschool and elementary school children. Many of these families have arrived recently in the United States. Both mothers and fathers participate, though not necessarily together.

DESIGN: Adapting national family literacy models to suit its target community, the Healdsburg/Windsor Even Start projects offer services at local schools as well as home-based services. In Healdsburg, adults attend evening classes with child care provided; in Windsor, weekly home visits help parents and children with literacy skills and supplement school-based adult ESL training offered during the day.

INSTRUCTION/ CURRICULUM: Many of the instructional approaches and curricula used in the projects are locally developed, although some activities incorporate ideas described by Dr. Alma Flor Ada, an expert in bilingual family literacy.

In Healdsburg, some instructional activities for adult classes are coordinated with classroom teachers, in order to ensure their consistency. The instructional focus of these classes is to communicate what children are doing in their regular classes so that parents can help their children at home. Additional adult ESL instruction focuses on oral "life skills" themes. During home visits, staff use "whole language" strategies to encourage parents to read, write, and play with their children.

In Windsor, the curriculum for adult education classes offered during the school day covers thematic topics of interest generated by parents, teachers, and outside consultants. Home visits make use of locally developed kits containing books in Spanish, a cassette player and tapes, writing supplies, and play materials. Families then create their own books and tapes, which are copied and distributed throughout the local elementary school. During the school year, home visitors replenish the kits with new supplies.

STAFFING: In addition to administrative staff, the Healdsburg/Windsor projects employ community liaison persons who organize and provide home visits. In the evenings, parents are instructed by their children's classroom teachers and by an adult education teacher from the community.

OUTCOMES: Although formal Even Start evaluation data have not been made available to project staff, parents who participate in the Healdsburg/Windsor Even Start projects have become significantly more involved in school activities. Teachers offer anecdotal evidence of improved academic performance and attitudes among their adult students, several of whom have been hired as classroom aides.

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most promising projects have developed the capacity to adapt to changing circumstances and communicated this willingness to participants (see Profile 4). In one project, some participants leave early in order to work; in another, some children are allowed to attend classes with their parents.

Targeting and Recruitment

Recruitment was generally not a serious problem for any of the projects we visited. The opportunity to learn English provides powerful motivation for these parents, particularly when offered in environments that are less threatening than those for other formal courses available to adults. Indeed, most projects report that word-of-mouth is more than sufficient to fill available slots and often creates waiting lists.

Many projects do make an effort to widen their pool of prospective participants, however, through a range of outreach strategies (e.g., flyers in grocery stores and housing projects, advertisements on the Hmong radio stations). In addition, some projects take the time and effort to persuade needy families who may be initially shy or uncertain: in Hidalgo, some families reluctant to come to the Even Start center are served entirely in the home. Individualized, personal attention may be necessary to recruit and retain some families.

Developing criteria for project participation generally involves more careful consideration than does recruitment. Choices made by the projects resulted in a range of project configurations:

- Several projects we visited define family to include siblings, grandparents and other relatives. This practice is better adapted to extended family situations in which a parent is not necessarily the primary caretaker.

- Two projects do not require adults to bring children with them; as a result, "parent-child" time can be somewhat artificial. Only as long as some adults have multiple preschoolers and the adults without children present are interested in "borrowing" a child, can the activity be productive.

- Although most of the participants in the projects we visited are mothers, some projects actively recruit fathers as well. Some projects report that scheduling (usually during the day) makes participation by fathers difficult; others have flexible hours to include evening sessions. In general, men are more likely to participate in projects that emphasize ESL more than the parenting component.

- Although no project sought to limit attendance to mothers only, several projects described the benefits of all-female participant groups. It seems to facilitate communication between learners and staff (who are predominantly women), and it helps develop an important social network for the women. In addition, many staff told us that husbands would not approve of their wives' attending a project that included men.

- Although services were not designed to serve monolingual groups, project staff cite some benefits to such groups: it is easier to expand services (e.g., present a more sophisticated parenting project in Spanish) and more likely

Profile 4
ADAPTING ADULT INSTRUCTION TO ADDRESS INDIVIDUAL NEEDS

CAÑONCITO FAMILY SUPPORT/EARLY CHILDHOOD EDUCATION PROJECT (CAÑONCITO, NEW MEXICO)

EVOLUTION: Begun in 1991, the Cañoncito Family Support/Early Childhood Education project involves several different programs serving preschool-age children and their parents, funded by the federal Office of Bilingual Education and Minority Language Affairs and the Bureau of Indian Affairs. The school principal successfully applied for two grants to promote parental involvement in an all-Navajo community school, provide adult education to parents of young children, and provide a preschool program for children not participating in the local Head Start project.

DESIGN: In order to serve the diverse needs of the residents of Cañoncito, the Family Support/ Early Childhood Education project offers a flexible variety of family literacy services modeled after the Parents as Teachers program and the Kenan Family Literacy model. Services include preschool education, home visiting, and individualized adult education. The project also provides support services such as transportation and meals to parents who attend center-based activities.

All center-based services are provided in a trailer adjacent to a community school in Cañoncito. The project offers adult instruction either during the school day (three days per week) or one evening per week, in order to enable working parents to attend. Parents with very young children (from birth through age two) participate in the Parents as Teachers program, which provides home visits.

INSTRUCTION/ CURRICULUM: Adult instruction emphasizes individual goal setting and learning; a teacher provides assistance, facilitates small-group discussions, and assists with journal writing. During the course of the day, time is available for parent-child activities. The preschool program makes use of locally developed Navajo materials during structured play activities. Navajo posters adorn classroom walls and some project staff speak Navajo. During home visits, two project staff members work with parents on parenting skills, child development, and home-based education.

STAFFING: Staff for the preschool program include a certified teacher and two classroom aides; in addition, fifth grade students act as "buddies" in the preschool classroom. The adult educator, the two preschool classroom aides, and the home visitors are all Navajo. The home visitor is a former first-grade teacher at the community school. All staff received training by Parents as Teachers trainers before the project began.

OUTCOMES: Although no formal evaluation has been conducted, project staff report that community interest in the project is high. Staff keep detailed written logs on home visits, and a regional technical assistance center found the project to be successful.

that cultural strengths rather than common "deficits" (e.g., the lack of English proficiency) will be emphasized. A choice for cultural or linguistic homogeneity, however, clearly means excluding some parents who could benefit from services.

Staffing

Bilingual staff. All the projects we visited employ bilingual and bicultural staff in various roles; many projects said that they wished they had more. The importance to project success is clear: these staff are able to communicate in the home language of the participants, thus providing role models, developing trust, conveying important family literacy concepts, and helping to formulate culturally sensitive lessons. Moreover, people who themselves are immigrants can understand the difficult circumstances of new arrivals (see Profile 5).

Most of the bilingual professional and paraprofessional staff have a wide range of responsibilities. At Family Tree, the bilingual counselor at each site knows the community well and serves as home visitor, intake coordinator, recruiter, and translator for the parenting classes. The Salem project has bilingual assistants representing each participant language in both the adult and early childhood classes. Similarly, the Refugee Family Literacy project has aides available for counseling in each language.

In some locations, bilingual staff are difficult to recruit, and those who are available are not always prepared for the tasks they are asked to perform. It is unusual to find projects with adequate bilingual personnel who are also certified in one of the service areas. When community members are employed to teach ESL, for example, they may be well suited to develop good rapport with their students, but their own knowledge of English may be limited.

Professional staff. Ideally, there will be a balance of qualifications among staff for the different project components. Because most of these projects have children's learning as the primary focus, it is not surprising that many of the best qualified staff are early childhood education teachers, while the adult components are run by uncertified staff. Indeed, very few of these projects have teachers who are certified in either adult basic education or in ESL. This is particularly unfortunate—and might be disastrous—if the participants were not so extraordinarily motivated.

Volunteers. Unpaid assistants help stretch resources in many sites. For example, the Newcomer project in Lawrence, Massachusetts, uses students and retirees to give extra assistance to small groups of students with diverse languages and levels

Profile 5

ENHANCING CROSS-CULTURAL COMMUNICATION WITH BILINGUAL STAFF

LAO FAMILY ENGLISH LITERACY PROJECT (ST. PAUL, MINNESOTA)

EVOLUTION: The Lao Family English Literacy project provides services to refugee parents and children in order to help parents become economically self-sufficient and children succeed in school. At the same time, the project is dedicated to respect and preserve participants' cultural heritage.

Lao Family Community, Inc. is a community-based refugee assistance organization that has been providing a wide range of services since the 1970s. The Lao Family project has offered family literacy services in the community since 1986, funded in part through the Title VII Family English Literacy Program.

DESIGN: The Lao Family project serves Hmong, Vietnamese, Lao, and Cambodian refugees, four groups that have settled in the St. Paul area in large numbers. Participants include parents and grandparents, as well as preschool- and school-age children.

During the school year, the Lao Family project offers services at up to seven different locations in the St. Paul area. Settings include elementary schools, community service centers, public housing facilities, and a church basement. Participants are assigned to each site in accordance with their English proficiency.

The Lao Family project provides services in twice-weekly sessions of three hours each. These sessions regularly include adult ESL instruction and preschool activities. Parent-child time and native language literacy training are conducted weekly for about 30 minutes each. At some sites, child care substitutes for preschool activities.

INSTRUCTION/ CURRICULUM: The adult ESL curriculum focuses on school and family issues such as parent-teacher meetings, child development, and homework help for children. At the lower levels of English proficiency, the staff also deal with survival subjects.

To facilitate ESL instruction, parents are assigned to one of nine classes according to their level of English proficiency. Instructors use materials from adult literacy workbooks as well as supplemental grammar lessons. In each class, there are weekly units on native language literacy, which use computers and locally developed materials. Bilingual instructors also use Hmong to explain difficult concepts or help the more recently arrived participants.

STAFFING: Many of the Lao Family project staff are bilingual/bicultural paraprofessionals. The adult ESL instructors, home visit coordinator, and parent liaison personnel are also all community members, most of whom received their education in the U.S. As a result, cross-cultural communication has been enhanced, the project is culturally-sensitive, and the students' primary language can be used when necessary during adult ESL instruction.

OUTCOMES: In addition to consistent increases in English proficiency scores (administered every three months), participating adults also attend parent-teacher conferences and make use of public libraries at a higher rate. The Lao Family project does not evaluate effects on the children of participants.

of proficiency in English. We were told, however, that there is a danger of diminishing returns when projects become too dependent on volunteers in the classroom. In order to be useful, volunteers require training, which costs money, and use of volunteer aides requires extra planning and orchestration by the teacher, which takes time.

Ongoing Planning and Inservice Training

These crucial project elements are often the key to adaptability and project success but tend to be overlooked because of budget constraints. In order for planning and training to contribute meaningfully to project development and implementation, sufficient time must be built into the schedule rather than carved out of afterschool time. Planning time provides the opportunity for staff from various project areas to discuss common concerns and resolve individual problems. In addition, planning time can occasionally be used for workshops at which teachers, aides, and counselors together can develop a common framework. Four of the projects we visited had planning or training hours built into the schedule, while the remaining projects had few or none. We observed a planning day at Family Tree, where the early childhood teacher, the adult ESL teacher, the bilingual aides, and the counselors discussed individual family issues and planned the coming week. The benefits of such an approach are obvious, but many projects unfortunately see it as a luxury they cannot yet afford, relying instead on random communication among staff.

In addition to common planning time, staff at the project sites noted a particular need for staff development on the following topics:

- ***Cultural awareness.*** The ability to make constructive and respectful use of cultural differences is a skill that even bilingual staff may need to develop. In addition to learning about participants' cultures, staff benefit from understanding generic cultural issues and U.S. cultural norms.

- ***Curriculum and pedagogy.*** Because project staff often teach a subject that is outside their discipline (e.g., the ESL instructor is a bilingual elementary school teacher) and family literacy is such a new specialty, many staff members can benefit from information about research on instructional techniques (see Profile 6). We saw many examples of outdated instructional strategies that rely heavily on workbooks and entirely teacher-centered activities, instead of more active, content-based methods.

Parent and Child Together (PACT) Time. Parent-child time is a defining characteristic of the Kenan model of family literacy, and many of the projects we visited employ it as a central component. However, implementation of this structured activity is not without its problems; a few projects have scaled back the time scheduled for this activity or eliminated it entirely. Project staff cited the following concerns:

- Parents do not necessarily see structured time together as beneficial to their child, nor do they always see the learning value of play. Several parents told us that they initially worried about spoiling their children, and that the children would demand more of their time than they would be able to give.

Profile 6

COMBINING STAFF EXPERTISE AND ONGOING TRAINING TO STRENGTHEN INSTRUCTION

HIDALGO EVEN START PROJECT (HIDALGO, TEXAS)

EVOLUTION: Hidalgo Even Start is an intergenerational project that brings Mexican and Mexican-American parents and their preschool-age children together to learn literacy skills. Begun in 1989, the Hidalgo Even Start project is administered by the Hidalgo Independent School District with local resources and federal Even Start funds.

The project serves about 20 Mexican and Mexican-American families with young children each day. Many adult participants arrived in the United States less than five years ago. The majority of them are unemployed mothers who have had some previous education in Mexico. All adult participants attend classes with their children.

DESIGN: Located in an impoverished border town whose school population is overwhelmingly Spanish-speaking, the Hidalgo project has integrated some of its services and instructional strategies with a nearby elementary school.

The project offers center-based instructional services—adult ESL, preschool activities, and parent-child time—five mornings per week. ESL and preschool sessions last 90 minutes and are followed by a half-hour of parent-child activities. The project also provides on-site child care for infants and toddlers as well as weekly home visits to families who cannot attend center-based sessions.

INSTRUCTION/ CURRICULUM: Adult ESL classes are divided into two different levels according to English proficiency. The Hidalgo Even Start project focuses on oral language learning for children and their parents, including developing a strong foundation in the native language. As a result, Spanish is used during some preschool activities, and use of Spanish in the home is encouraged.

Parent-child activities include playing, telling stories, and reciting poetry. For the weekly afternoon home visits provided to families who cannot attend center-based activities, adult and preschool aides travel in pairs to participants' homes. The adult ESL curriculum includes parenting topics, such as effective communication and home-based family literacy, as well as lessons in English literacy. The preschool program uses many materials adapted from the National Association for the Education of Young Children, as well as whole language literacy methods.

STAFFING: In addition to a bilingual project director, the project has a bilingual assistant director certified in early childhood education, four paraprofessional adult ESL instructors, and three bilingual paraprofessional aides, who assist in both the adult ESL and preschool classrooms. In addition, the school parent/community liaison person assists with outreach and recruitment activities. Inservice training for all staff is provided regularly each week; topics include child development and language acquisition.

OUTCOMES: The Hidalgo Even Start project is participating in the national evaluation of Even Start, which involves extensive data collection.

- Parents may unwittingly subvert the purpose of the time together, by taking over the tasks themselves to make sure that they are done properly. Similarly, they may simply complete the task side-by-side with their child in a noninteractive manner that staff refer to as "parallel play."

- Creating activities that all participants can carry out together is difficult when there are children of many different ages participating in the activity. Not only do language and cognitive abilities vary, but older children are often more proficient in English than their parents, which can complicate group dynamics.

- Many parents look at parent-child time as simply the price they must pay to have access to the adult instruction, and they make it clear to staff that they feel the activities take valuable time away from their ESL lessons or GED preparation.

The projects that continue to provide effective parent-child time are sensitive to these issues and have modified their projects accordingly. In some cases, they have prepared the groundwork for introduction of parent-child activities by using parenting time to discuss the potential benefits of parent-child time for the whole family as well as for the child's future schooling. In other cases, they have reduced the amount of time allotted to parent-child activities, at least until the parents come to see its importance.

Not surprisingly, the most successful examples we observed of parent-child activities occurred in settings that had well-supplied early childhood settings and highly qualified teachers. At the Family Tree project, for example, their High/Scope-based early childhood project has many richly furnished learning centers, and the children plan the time that they will spend with their mothers. The parents and the children often make things together that can be used for activities at home.

Home visits. Home visits take a variety of forms in these projects, although all make efforts to be responsive to individual family needs. In most cases, the project staff have achieved a high level of trust and are welcomed into the participant's homes.

- In Healdsburg and Windsor, each family uses the kit of learning tools mentioned earlier to tell their own stories, and home visitors come once a week to work with them. Stories that they record and then write become part of the Spanish literacy library at the elementary school.

- In Salem, staff decided not to use home visits for parent-child time instruction because of the potential awkwardness involved in individual monitoring of adult-child play. Instead, they send out two-person teams of early childhood and adult education aides, each fluent in the language of the household. The early childhood team member works with the child on literacy activities, while the adult educator works with the parent on a reading or writing task such as applying for a job or a driver's license.

- Home visits are often used as opportunities to gain an understanding of family needs that go beyond literacy. Many of the staff visitors see themselves as family advocates as much as teachers, and lend their services to parents by helping them solve problems ranging from employment to health care.

Coordination between adult and child time. Although ESL and parenting classes usually take place during the instruction time for young children, there is often little coordination between the two project components. Indeed, it is not uncommon for the adult educators to have little notion of what goes on in "the other room." Only the projects that had set aside common planning time were able to successfully coordinate activities, and thus enable parents to reinforce their children's literacy activities at home.

- Staff of the Refugee Family project in Rochester have weekly planning time to coordinate skills and activities such as field trips.

- At Florida International University's project, the written curriculum includes lesson plans that are coordinated with children's activities; for example, adults focused on vocabulary related to pollution, an activity that carried over into making pollution posters during parent-child time.

Instruction and Curriculum

Grouping parents by English proficiency levels. Projects have different strategies for grouping participants with different levels of English proficiency; some projects use diagnostic measures of proficiency to assign adults to different ESL classes, while other projects leave adults with different levels of English proficiency together. Grouping adults by level of proficiency appears to be more effective. Getting English-speaking participants to help teach LEP parents has proved difficult at the few sites that attempt this approach.

- After attempting to combine LEP and English-speaking Latino parents for adult instruction, the Family Tree project successfully divided its services into separate adult ESL and GED classes, each offering more tailored instruction.

- The Florida International University project offered as many as four different levels of ESL instruction at each site, thereby easing the burden on instructional staff and allowing them to focus on cultural and parenting issues more effectively.

- The Lao Family project offers six levels of ESL instruction. Participants are assigned to different service locations according to the level of English proficiency they demonstrate during an introductory interview and on a diagnostic test.

Using the home language(s) during instruction. Although all projects included in this study seek to increase English proficiency for parents, selected use of the home language is an effective tool during some family literacy activities. Using the home language allows instructors to convey abstract parenting and cultural concepts, to develop literacy skills that enhance acquisition of English, show respect for participants' culture, and model the benefits of becoming bilingual (see Profile 7).

- During parenting sessions, the bilingual parent liaison personnel at Family Tree sites translate unfamiliar terms such as "self-esteem" so that participating mothers can understand the concepts and apply them to their understanding of effective parenting. Without translation, few parents could comprehend the abstract ideas.

- Because Salem project staff believe that maintenance of the home language is important for the academic success of the child, home visits in the Salem project are

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Profile 7

PROMOTING USE OF THE NATIVE LANGUAGE FOR CHILDREN AND PARENTS

SALEM FAMILY ENGLISH LITERACY PROJECT (SALEM, OREGON)

EVOLUTION: The Salem project is a partnership between two Title VII-funded programs, one targeted at preschool-age children and the other at the parents of bilingual children. The Salem project operates in a school district that has a history of supporting innovative bilingual education programs.

The Salem project serves a multilingual group of 40 to 45 Latino, Southeast Asian, and Ukrainian families with preschool-age children. Latino mothers, most of them Mexican immigrants, make up half of the adult participants; Vietnamese and Hmong mothers and grandparents represent a third of the total group; the remaining participants are Ukrainian refugees. While all participants have limited proficiency in English, some Ukrainian mothers have university degrees, while some Latino and Southeast Asian mothers have an elementary school education.

DESIGN: Center-based activities are offered at a converted nursing home that functions as a community service center for this and other education projects. Available space limits daily attendance to 20 families. A nearby nursery school provides additional child care for children too young for the preschool component. Preschool children use an adjacent public park for play time.

The Salem project has both center-based and home-based service components. Each week, participants attend one three-hour morning instructional session and receive a home visit. There are two different participant groups, divided according to English proficiency levels.

INSTRUCTION/ CURRICULUM: Project activities are designed to promote English proficiency and home-based literacy behaviors by using developmentally and culturally appropriate strategies to prepare preschool children for kindergarten. Use of the native language during project activities is common during center- and home-based activities; a variety of bilingual aides work with parents and children during all group instructional sessions, and parents are encouraged to continue using the native language with their young children.

STAFFING: Project staff include two certified coordinator/instructors, who are responsible for curriculum planning, recruiting, and inservice training for paraprofessional staff, as well as teaching the adult ESL and preschool classes. Five bilingual paraprofessional aides representing each participant language group assist in preschool and adult ESL classes and conduct home visits.

OUTCOMES: In addition to the Basic English Skills Test, annual project evaluation includes locally developed criterion-referenced tests, observation checklists, participant and staff self-assessment surveys, and journals. These instruments and measures assess the effectiveness of ESL instruction and family literacy activities. Project staff and adult participants report increases in self-esteem and improved family communication, as well as higher English proficiency.

conducted by bilingual staff and the home language is used for some activities. During one home visit, the preschool tutor developed the child's Spanish vocabulary, while her mother worked on conversational English vocabulary and pronunciation.

- Each week, participants in the Lao Family project focus on native language literacy activities for 30 minutes; those Hmong with little previous education learn to read and write, while some Vietnamese parents read native-language articles or write stories about themselves for their children.

- In Cañoncito, the adult educator brings up issues of importance to the local Navajo community in an effort to underscore the importance of maintaining the culture of the Navajos. He also models bilingualism to encourage parents to pass Navajo as well as English on to their children.

Developing culturally relevant and sensitive lessons. In addition to developing awareness of the cultural characteristics and values of the families they serve, some projects have been able to create lessons and curricular materials that promote culturally appropriate instruction. This approach incorporates different cultures' ideas about parenting, child development, and literacy rather than ignoring or rejecting them.

- During parent-child time at the Salem project, families from all cultural backgrounds participate in familiar activities such as making tortillas and butter together, as well as projects and activities that are new to both groups, such as performing "Goldilocks and the Three Bears."

- To provide families with reading materials that reflect the beliefs and values of their home culture, the Windsor Even Start project has created a library of language experience stories written and illustrated by participants; among other things, these stories are used for parent-child storytelling activities.

- To make English language concepts and American cultural beliefs more comprehensible, the Florida International University project has incorporated cultural and parenting issues in each of its thematic lessons, allowing participants to share their experiences and helping them relate to the experiences of "the Gomez family," cartoon characters who appear throughout the curriculum (see Profile 8).

Profile 8

DEVELOPING A CURRICULUM THAT ADDRESSES CULTURAL AND PARENTING ISSUES

FLORIDA INT'L. UNIVERSITY FAMILY ENGLISH LITERACY PROJECT (MIAMI, FLORIDA)

EVOLUTION: Developed and administered by staff at Florida International University, this project has been funded through a series of federal Title VII grants, including grants from the Family English Literacy Program. The university staff have extensive experience in providing ESL instruction and literacy training.

The Florida project attracts immigrant and U.S.-born Spanish speakers from a variety of Latin American countries, including Nicaragua, Ecuador, and Chile. Haitian families also participate in increasing numbers. While many of the Spanish speakers had received some education in their native countries, a larger number of the Haitian parents are not literate in their native language. Many—but not all—adults attend classes with their children, who range in age from 5 to 13.

DESIGN: The project operates at five different elementary school sites scattered around two urban school districts, each with a high percentage of LEP students. Each site offers two to five adult ESL classes and operates for one 12-week semester per year.

Evening classes are offered twice a week for a total of four hours. Each session includes 90 minutes of adult ESL instruction and child care, followed by a 30-minute parent-child activity.

INSTRUCTION/ CURRICULUM: Instructors use a locally developed family literacy curriculum that focuses on parenting and cultural issues as a means of teaching English. This curriculum, which is organized into three ESL levels, includes detailed thematic lesson plans and worksheets, as well as suggestions for coordinating ESL lessons with parent-child time activities. Because the university staff have disseminated their work, other schools in the area have begun to use the curriculum.

Participants are assigned to ESL classes at each site according to their level of English proficiency. Some bilingual ESL instructors occasionally use the native language; however, most activities, including parent-child time, are conducted in English. According to project staff, adult instruction emphasizes hands-on activities and realistic dialogue.

STAFFING: Administrative staff is made up of one bilingual project director and two coordinators, who monitor instruction, develop curricular materials, and evaluate each project site. The instructional staff is made up of K-12 teachers from the host schools, some of whom are bilingual or ESL certified, and other community members. For example, at the Broward County site, the ESL instructors are all bilingual Haitians. Paraprofessional aides—many of them bilingual—provide child care.

OUTCOMES: Project staff test adult participants before and after every 60 hours of instruction. In addition, adults respond to a survey of parenting behavior. Both measures indicate that participants in the project make steady progress in their literacy skills and parenting behaviors. The project does not gather any data on the academic achievement of children whose parents participate.

Creating home activity kits. Projects that have developed home activity kits or designed parent-child activities that could be replicated at home report that parents and children respond favorably. Home activity kits can be an effective way of reinforcing center-based concepts in the home, as well as a useful technique for bridging time between center-based activities.

- Family Tree staff have been careful to create parent-child activities that can either be taken home by families or replicated with commonly available materials; for example, in one parent-child activity, the children made and played kazoos created from cardboard toilet paper rolls, waxed paper, and rubber bands. At the end of the session, the children took the kazoos home.

- The Hidalgo project has created bags of toys for parents to take home to use with their children.

- In the Healdsburg/Windsor Even Start projects, the kits of writing materials, audio tapes, and stories in Spanish and English are an integral part of the project; families keep the kit for the entire year, and staff restock them during weekly home visits. The consistent availability of these types of materials appears to encourage parents and children to play and learn together between class meetings.

Providing access to a range of instructional materials and equipment. For both instructional services to parents and preschool activities with children, a broad array of classroom resources can engage participants with diverse needs and interests.

- Activity centers such as those established in the Refugee Family Literacy and Family Tree High/Scope classrooms encourage preschool-age children to develop language and motor skills individually. The children and their parents enjoy activities with water and sand tables, audio tapes, computers, play telephones, and other materials.

- Computer-assisted instruction, offered as part of the Lao Family and Newcomer projects, can help parents develop work skills and learn difficult grammatical concepts; in the Newcomer project, parents use word processors to write journal entries and stories, which they then read to one other.

Providing native language literature. In addition to promoting cultural respect and making LEP parents more comfortable in family literacy projects, establishing a collection of native language materials allows adults who are not literate in their home language to develop their literacy skills, and encourages parents to continue using the native language during family literacy activities with their children.

- The Lao Family project schedules regular native language writing sessions, using word processors to create stories that parents take home and read to their children.

- Families in the Newcomer project, located in a public library, have access to an extensive collection of Spanish-language books, magazines, and videotapes.

Engaging participants in "natural" activities. Ideally, the family activities such

as parent-child time and home visits should be engaging, practical, natural to families from different cultures, and relevant to participants' experiences and cultural perspectives.

- Home visits in the Salem project are tailored to the individual preferences of the parents—some want to prepare for a driver's license examination, while others work on job application skills. To maximize the utility of the project's instructional services, the project staff construct literacy activities based as much as possible on parents' interests.

- Field trips—visits to the zoo, the fire department, and shopping malls—are often effective vehicles for family activities because they provide a natural motivation for parents to discuss safety concerns and share experiences while the children learn new words related to the upcoming field trip.

Providing additional support services. In addition to the array of instructional services that most projects offer, some projects provide support services such as transportation, child care, meals, counseling, and referrals. These additional services increase the appeal of the projects to disadvantaged families and lower the barriers to their participation.

- Transportation is often crucial to families' attendance, and some projects have developed ways to meet this need. At the Windsor Even Start project, staff have leased a van to help transport parents and children. Similarly, participants in the Cañoncito project can use the school bus to travel to and from family literacy activities.

- Free and reduced price meals are another support service that some projects have established as an added incentive to families. The Family Tree Even Start project has arranged with the host elementary schools to allow families to use the school cafeteria and participate in the federal lunch project for low-income children. At the Rochester Refugee Family Literacy project and in Cañoncito, both breakfast and lunch are offered to participating families.

- To make attendance more convenient for parents with more than one child, some projects also provide additional child care for participants' children who are too young or old for the

project's preschool program. The Family Tree sites offer full-day on-site child care for infants and toddlers, as well as for school-age children who finish before their parents (see Profile 9). The Lao Family project also offers additional child care, both on-site and off-site, to participating families.

Evaluation

Many projects have gathered anecdotal records of participants' academic progress and behavioral changes. In addition to standardized test score gains, projects report participants' increased use of public libraries, higher rates of home-based family literacy activities, and enhanced self-esteem. Some projects have also been recognized by state and national educational organizations for their efforts.

However, few projects have been able to find instruments that staff consider appropriate to measure the progress of language minority families more systematically. In some cases (especially Even Start sites), funders require use of measures that are translated but not intended for LEP adults. In general, project staff fear that measures designed to assess native English speakers cannot accurately evaluate their efforts.

Almost all the projects report that the evaluation and reporting burdens imposed by funding sources are extraordinarily high, especially given the limited usefulness of the evaluation data for project staff. Added to more general challenges to evaluation (attrition, family mobility), family literacy projects must often assess parents, children, and "family literacy" in order to satisfy their grant requirements.

Because of the inappropriateness of many standardized measures, self-designed evaluations tailored to project goals and participant characteristics appear to be more useful in establishing project effectiveness and providing useful feedback.

- The Salem project employs a series of locally adapted measures, including written tests, observation checklists, participant and staff self-assessments, written surveys, and journals. To establish achievement gains, the project has developed its own criterion-referenced test, as well as a series of "perceived change" interview protocols and parent-child literacy behavior checklists adapted from state education agency instruments.

Profile 9

LOWERING BARRIERS WITH SUPPORT SERVICES AND PARENTAL LIAISONS

FAMILY TREE EVEN START PROJECT (MESA, ARIZONA)

EVOLUTION: In 1990, the Family Tree project was the only Even Start grantee in Arizona. The project was developed by early childhood and adult education administrators in Mesa with the assistance of the National Center for Family Literacy.

The Family Tree project serves a variety of disadvantaged Latino and Spanish-speaking parents with preschool-age children. Adult participants are immigrant Mexican and U.S.-born mothers who are proficient in English but have not completed high school.

DESIGN: During 1991-92, Family Tree operated at three sites, two of which served groups of English-speaking and LEP families. Located at host elementary schools, the sites are actually portable classrooms with instructional space, offices for parent liaisons, and outside play areas. Each of the project sites has also arranged to make use of school cafeterias and libraries.

> Participants in this project attend classes two days a week from 8:00 a.m. until 2:30 p.m. Except for home visits, all instructional and support services are offered during each session at each project site. To help resolve any obstacles to continued participation, parent liaison personnel conduct regular home visits and maintain frequent contact with families. Services performed by parent liaisons include referrals and counseling. Meals and transportation are also provided.

Services to LEP adults include traditional ESL instruction, parenting class, GED preparation, vocational preparation, and a parent support group. The project offers both preschool and on-site child care, along with parent-child time and monthly home visits.

INSTRUCTION/ CURRICULUM: Adult ESL instruction features small-group and individual activities using workbooks and practice dialogues. The adult curriculum includes information about local schools, effective parenting practices, and available services in the area. The district provides a parenting curriculum, which covers subjects such as developing self-esteem. Vocational preparation is an afternoon program that sends participants into the host schools as clerical staff and tutors. The parent support group provides an opportunity for adults to discuss parenting issues and support each other. The preschool program has adopted many High/Scope strategies. Staff use Spanish during some project activities.

STAFFING: At each site, professional staff include one adult educator and one early childhood educator, as well as a parental liaison and a preschool classroom assistant. While the parental liaison personnel and assistants are bilingual/bicultural paraprofessionals, not all the professional staff are bilingual or ESL certified, and none is bicultural.

OUTCOMES: Project staff report that adult participants make steady progress in English and that fewer children have been placed in "readiness" kindergarten classes. Family Tree has also been recognized for excellence by the district and the National Center for Family Literacy.

In addition, longitudinal data may indicate the success of family literacy projects better than short-term testing.

- The evaluator for the Refugee Family Literacy project is participating in a district effort to monitor the elementary school tracking and grades of children who participated in the preschool family literacy project.

- To establish project effectiveness, evaluators at the Family Tree project are examining the placement of child participants in kindergarten projects, using the elementary schools' assessments as an indication of their success. ■

CHALLENGES IN PROJECT DESIGN AND IMPLEMENTATION

The design of family literacy projects for culturally and linguistically diverse populations requires making a number of important choices, which vary with the characteristics of the target group, the availability of resources, and the qualifications of the staff.

Trade-offs in Staff Selection: Bilingual/Bicultural and Certified Staff

Some projects are located in areas where qualified bilingual staff are available to serve in professional roles. Unfortunately, however, most bicultural staff at the projects we visited have not been trained and certified in early childhood or ESL. Projects often develop a compromise approach: they use bilingual staff as counselors and aides and monolingual English-speaking certified staff in senior roles. Although this may be the best short-term solution, it is rarely satisfactory as a long-term strategy because it tends to stratify the staff, leaving the bilingual members in poorly paid junior positions with few opportunities to influence project decisions. As a result, staff turnover can be high. A better solution may be to provide more training and opportunities to the bilingual staff so that they can eventually move into more senior roles.

Tradeoffs Between Mixed and Homogeneous Participant Groups

Participants in family literacy projects vary in age, literacy level, first- and second-language proficiency, gender, age of children, immigration and generational status, and educational background. The decision to focus services on adults and children who are similar in any of these characteristics is necessarily a choice that will exclude some needy families. Conversely, some project developers argue that spreading their services too thinly over a group with vastly different needs ends up addressing none of them well. All classroom situations become more challenging as the diversity of students increases. Selection criteria generally should depend on the experience of the staff in dealing with heterogeneous groups and the availability of resources for ongoing staff training.

Seeking a Balance Between Project Goals and Parent Goals

Project staff and parents approach family literacy projects with some common goals; learning English is an obvious example. Beyond this, project developers and participants may focus on different goals, resulting in a quiet tug-of-war from day to day. Staff need to make every effort to explain the purpose and benefit of planned activities, to solicit ongoing feedback from parents about whether they believe the services are appropriate and meaningful, and to be willing to adapt project design to meet parents' needs. Effective staff are able to find a suitable balance between *telling*—giving information that helps parents learn to work within an unfamiliar system—and *listening* to what parents want to know most.

Seeking a Balance Between Children's Long-term Needs and Parents' Immediate Needs

Project staff universally noted the impossibility of developing children's literacy without attention to the basic economic, social, and psychological needs of the family. Each project will develop its own relative emphasis on children or adults, depending on the characteristics of the target population. It may be, for example, that certain adult refugees believe that early mastery of English is the best way for them to help their children in school, while longer-term residents in established communities might be more open to the benefits offered by an ESL project that also includes parenting activities. As in other design decisions, there is no single best way.

Striving for Continuity with the Elementary School Curriculum

In some of the projects we visited, the children who experience a High/Scope preschool curriculum with rich emphasis on development of the native language can look forward to a similarly welcoming bilingual setting in their elementary school. In other sites, this was not the case, and project developers faced the problem of preparing the children to be "ready" for traditional kindergarten—sometimes with no bilingual support available once they get there. At some sites, staff opted to maintain their developmentally appropriate practices, in spite of the lack of continuity with the elementary school approach to literacy. Rather than continue the trend of "pushing

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down" district or school practice to preschool, these staff members choose to provide the children with a nurturing, language-rich environment in their early years, while lobbying the upper levels to do the same.

Expanding and Adapting Services to Families with Less Obvious Needs

New arrivals to the United States are logical targets for family literacy efforts, because their need for assistance is obvious and they are avid, highly motivated learners. Long-time residents of the United States who already know enough English to survive, or who live in insular communities where fluency in English is not essential, may be less eager participants and more difficult to retain. Second- and third-generation immigrants have often encountered negative experiences with schooling that make them much more resistant to outreach efforts, and they may not respond well to the same structure, curriculum, or incentives that work for refugees or recent immigrants. The long-time resident population should not be overlooked in service expansion, although recruiting and retaining them may require energy and creativity. Employing staff who understand the dimensions of cultural and socioeconomic complexity within single language populations and training all staff in these areas can make any program more effective.

Choosing Between the Kenan Model and Enhanced Adult ESL

Choosing an appropriate service model is not easy. The Kenan model is intensive and well articulated, but is also expensive and designed for English-speaking participants. Enhanced adult ESL projects (such as those funded through the Title VII Family English literacy project) target LEP parents and provide a flexible array of services, but they are usually less intensive, and some have not fully articulated the way they propose to coordinate parent and child education. Given the obvious trade-offs among types, the lack of data, and the diversity of project participants, it may be wise to adopt some aspects of each service model in accordance with local needs and resources.

The Importance of Avoiding a "Deficit" Perspective in Family Literacy Efforts

Projects serving single language groups are typically better able than others to hire adequate staff steeped in the cultural traditions of the participants. As a result, such staff are more likely both to appreciate the important cultural differences participants may find in the United States and to draw on the strengths of the community in adapting curriculum and design. In multilingual projects, the search for common characteristics often leads to an implicit focus on what all participants *lack*—literacy, English proficiency, job skills. The tendency to emphasize deficits rather than strengths may be exacerbated by the fact that funds for these projects are typically "compensatory," a category that traditionally connotes a set of problems that need to be remediated. Project staff should be aware that participants may object to this "deficit perspective." Staff should establish an atmosphere that celebrates diversity and values bilingualism, while helping participants learn new skills and knowledge. ■

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APPENDIX A
OVERVIEW OF PARTICIPANTS AND PROJECTS

Participants

All the projects selected for this report provide services to both adults and children, but the age ranges and gender mixes vary widely. Most projects tend to attract more adult female participants than adult males, but some projects attract a balance of men and women. Most adult participants are in their twenties and early thirties, but two projects tend to attract teenage parents; and others include older refugee parents, grandparents, and nonrelated community members.

Most projects primarily serve children who are preschool age (3 to 5), but almost all of them make occasional exceptions, and some projects accept children of many different ages. Some projects also offer child care for young children from birth through age 2.

It is difficult to generalize about participation levels in these family literacy projects because service configurations differ so much. However, projects generally serve relatively small numbers of families during each instructional session—usually no more than 20 per site. Two projects serve larger groups of participants by offering less frequent or less intensive services.

Home Language

Some projects attract participants from a number of different language groups; others include some adults who are proficient in English but seek additional literacy instruction.

- Spanish-speaking families make up at least half of the participants in six of the nine projects (Family Tree, Florida International University, Healdsburg/Windsor, Hidalgo, Newcomer, and Salem).
- Three projects serve families from Southeast Asia (Lao Family, Salem, Refugee Family).
- Two projects serve Ukrainian families from the former Soviet Union (Salem, Refugee Family).

- One project (Florida International University) serves large proportions of Haitian families; one serves only Navajo families (Cañoncito).

- Two projects serve English speakers as well as LEP families (Family Tree, Cañoncito).

Types of Service

This report organizes educational services into three categories: services to adults, services to children, and family services.

- *Services to adults* are all activities provided exclusively to adults, such as adult ESL instruction, vocational preparation, and parenting classes.

- *Services to children* include preschool programs such as those developed by Head Start and High/Scope, as well as child care and infant care.

- *Family services* are those project activities that involve adults and children together at the same time: parent-child time, where families work together on literacy and play activities, and home visits, where project staff work with families in their homes.

Features of Projects

Because the projects described here were selected in part on the basis of their diversity, the projects vary by participant language and national origin, configuration and type of instructional and support services, type of setting and host site, and funding source.

Services to children. As shown in Table 1 below, many projects provide fully developed preschool instruction to children, either in collaboration with established programs such as Head Start or a state-sponsored early childhood project (Lao Family uses Minnesota's Early Childhood Family Education program) or developed as part of the project. These projects often use the High/Scope approach and National Association for the Education of Young Children (NAEYC) guidelines for early education. Three of the seven projects with preschool components also offer additional child care for children too young or old for preschool. Two projects provide child care in conjunction with regular family services involving parents and children together.

Services to adults. Although some projects offer only one basic type of instruction to adult participants, others offer a variety of services and curricula: ESL and native language literacy instruction, vocational and GED preparation, and parenting

Table 1: Services to Children

Preschool Education	Child care
Family Tree Hidalgo Healdsburg/Windsor Cañoncito Lao Family Refugee Family Salem	Family Tree Hidalgo Healdsburg/Windsor Florida International University Newcomer

Table 2: Services to Adults			
ESL Instruction	**Native Language Literacy Training**	**Parenting Class**	**Vocational Preparation**
Family Tree* Healdsburg/Windsor Hidalgo Lao Family Cañoncito Florida International University Newcomer Refugee Family Salem	Healdsburg/Windsor Hidalgo Lao Family	Family Tree Refugee Family	Family Tree

* Denotes projects offering GED preparation for English-proficient adults.

classes. Vocational training includes activities separate from the regular ESL instructional program, such as volunteering in the host school. Parenting class is also a separate service in which ways to improve participants' parenting skills are discussed outside the ESL context; in some cases, these classes are conducted in the participants' native language.

As Table 2 indicates, all the projects offer ESL instruction. Three projects also offer literacy training in participants' native language, and the one marked with an asterisk offer GED preparation. Separate parenting classes and vocational preparation are least common among these projects.

Instructional Groupings

In order to provide effective services with limited resources, projects have adopted a variety of instructional groupings based on participants' native languages or levels of English proficiency.

Primarily because of their location, four projects attract participants from only one language group to each site; by default, these projects have homogeneous language grouping. Only one project, in Salem, Oregon, excludes or includes adult participants according to home languages, in order to ensure that project resources are allocated fairly among the several language groups represented in the community. Four other projects attract adults who are from more than one language group; these projects cluster parents according to language or level of English proficiency.

Projects in this study use the following strategies:

- Grouping adults with the same home language and same level of English proficiency together
- Grouping parents with different home languages but the same level of English proficiency
- Grouping participants with the same home language but varying levels of English proficiency
- Grouping participants with varying home languages and varying levels of English proficiency together

Table 3: Instructional Groupings		
Level of English Profiency	**Home Language Greop**	
	Homogenous	**Mixed**
Homogenous	Florida International University	Lao Family Salem
Mixed	Cañoncito Healdsburg/Windsor Family Tree Hidalgo	Newcomer Refugee Family

As Table 3 reveals, homogeneous home language/mixed English proficiency groupings are most common; that category includes all three Even Start projects, as well as Cañoncito.

Three other facts also emerge from the table above:

1. The three projects funded by Title VII (Lao Family, Florida International University, and Salem) are the only projects to group participants according to their levels of English proficiency.

2. Only two projects (Refugee Family and Newcomer) attempt to serve multilingual participants in mixed English-proficiency groups.

3. Florida International University is the only project in which parents are grouped according to home language as well as English proficiency. Although this project serves both Haitian and Spanish speakers, the participants attend different sites.

Family Services

Many projects provide services to the parents and children at the same time, through parent-child time, home visits, or both. As Table 4 reveals, every project includes at least some regular parent-child time, and six of the nine projects also offer home visits to some or all participating families.

Service Intensity

Across projects, the overall intensity of services provided to each family varies from a few hours to 35 hours per week. Given the variation in the needs of participants and the goals of the projects, broad descriptions cannot capture important differences in the intensity of services actually provided to individual families:

- *Some services are not available to all participants.* At one project, home visits are reserved for families with very young children who are otherwise unable to participate. At another, home visits are provided to only a small set of participating families.

- *Projects divide their services among more than one group of families or sites.* Although a project may provide services four days per week, participants may only attend two days.

- *Projects provide varying levels of*

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Table 4: Family Services	
Parent-Child Time	**Home Visits**
Cañoncito Family Tree Florida International University Healdsburg/Windsor Hidalgo Lao Family Newcomer Refugee Family Salem	Cañoncito Family Tree Healdsburg/Windsor Hidalgo Lao Family Salem

service to participants. Based on need, some participants receive more services (e.g., home visits, native language literacy instruction) than others.

Support Services

Some projects provide support services in order to enhance interested participants' ability to attend classes. These services include transportation, counseling and referral to other community service providers, and additional child care for projects with preschool components.

Settings

Four projects in this study are located in a single site, while five others offer services at up to seven different locations (although not all at the same time). Some family literacy projects are located at unconventional sites, such as a converted nursing home and a public library. However, most family literacy projects are located in or near established public schools.

Funding

Most of the projects in this study combine funds from numerous sources, including federal, state, local, and private programs. In some cases, projects make use of resources and funds already established in the area, such as existing district adult ESL services and state early childhood education projects. However, these projects often rely on federal and private grants to purchase specialized materials and to provide staff training as part of initial development and implementation of a family literacy project.

As a result, project funding levels vary widely. Some projects—especially Even Start grantees—are well supplied with instructional materials, certified, full-time instructors, and aides, while others operate "on a shoestring," with no full-time staff and few project-specific resources. Projects serving roughly the same number of families report annual project funding ranging from $40,000 to over $300,000. ■

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FAMILY LITERACY PROJECT CONTACTS

Cañoncito	Cañoncito Family Support/Early Childhood Education Project Jim Byrnes, Superintendent To'hajiilee Community School P.O. Box 438, Star Route Laguna, NM 87026	(505) 831-3835
Family Tree	Family Tree Even Start Project Gayle Gibson, Co-Director Community Education Office Mesa Public Schools 549 North Stapley Drive Mesa, AZ 85203	(602) 649-2143
FIU	Florida International University College of Education Family English Literacy Project Delia Garcia, Director University Park, TR MO8 Miami, FL 33199	(305) 348-2647
Healdsburg/ Windsor	Northern California Even Start Consortium Belen Lee, Coordinator Fitch Mountain Elementary School 565 Sanns Lane Healdsburg, CA 95488	(707) 431-3470
Hidalgo	Hidalgo Even Start Project Raul Garza, Director P.O. Drawer D Hidalgo, TX 78557	(512) 843-3106
Lao Family	Lao Family Community of Minnesota, Inc. Lao Family English Literacy Project Geoffrey Blanton, Director 976 W. Minnehaha Avenue St. Paul, MN 55104	(612) 487-3466
Newcomer	Newcomer Family Literacy Project Richard McLaughlin, Director Lawrence Public Library 51 Lawrence Street Lawrence, MA 01841	(508) 794-5786

Refugee	Refugee Family Literacy Project June Rousseau, Director Westside Adult Learning Center 420 Chili Avenue Rochester, NY 14611	(716) 235-3990
Salem	Salem Family English Literacy Project Kathleen Carl, Director 2575 Commercial Street, NW Salem, OR 97302	(503) 399-3363

APPENDIX B
PROJECT MATERIALS

This appendix contains an assortment of project materials from the sites visited for this study: schedules, publicity flyers, lesson plans, activities, examples of student work, and assessment instruments. Many of the materials have been designed or revised to accommodate linguistic and cultural diversity.

AFECTIVO

Yo.....	Excelente/ Excellent	Satisfactorio/ Satisfactory	Necesito Mejorar/
Sonrio frecuentemente?			
Alabo a mi hijo/a?			
Evito comparar a mi hijo/a con otros niños?			
Enseño a mi hijo/a a ser responsable?			
Animo a mi hijo/a a emprender cosas nuevas?			
Mando a mi hijo/a de buen humor a la escuela?			
Mando a mi hijo/a aseado a la escuela?			
Abrazo a mi hijo/a seguido?			
Demuestro paciencia a mi hijo/a?			
Hago que mi hijo/a se sienta importante?			

AFFECTIVE

Do I.....			
Smile often?			
Praise my child?			
Avoid comparison with other children?			
Teach my child responsibility?			
Encourage my child to try new things?			
Send my child to school in a happy mood?			
Send my child to school neat and clean?			
Hug my child?			
Demonstrate patience?			
Make my child feel important?			

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GENERAL

	Excelente/ Excellent	Satisfactorio Satisfactory	Necesito Mejorar/
Mande a mi hijo/a a la escuela con regularidad?			
Mande a mi hijo/a a dormir a una hora razonable?			
Mande a mi hijo/a a la escuela a tiempo?			
Conocí a la maestra de mi hijo/a?			
Me comuniqué con la maestra para saber cómo iba progresando mi hijo/a?			
Visite la escuela que asiste mi hijo/a?			
Insistí en una cierta hora para hacer la tarea?			
Continué con los encargos de tarea?			
Asistí a las juntas de padres?			
Ofrecí mis servicios como voluntaria en la sala de clase?			
Leí las noticias de la escuela?			
Manifiesto una actitud positiva hacia la escuela?			

GENERAL

Send my child to school on a regular basis?			
Send my child to bed at a reasonable hour?			
Send my child to school on time?			
Know my child's teacher?			
Contact my child's teacher on a regular basis to find out how he/she is progressing?			
Visit my child's school?			
Insist in a regular time for homework?			
Follow through on homework assignments?			
Attend parent meetings?			
Volunteer my services in the classroom?			

LINCOLN FAMILY TREE

ADULT SCHEDULE

Laurel Strate, Teacher

8:30	Gathering
8:35	Group Warm Up
8:45	Journals
9:00	Group Work
10:00	Break
10:10	Group Work
11:10	Get Ready For D.E.A.R.
	(Lunch tickets, Mail, Instructions)
11:15	D.E.A.R.
11:25	Leave For Lunch
11:30	Lunch
12:15	P.A.C.T. (Parents And Children Together)
1:00	Parent Time
1:45	Vocational Time
2:50	Pick Up Children
3:00	School Out (2:45 - Wed.)

FAMILY ENGLISH LITERACY PROGRAM

NAME:_____

DATE:_____

HOW MANY CHILDREN DO YOU HAVE?_____

YOUR CHILD'S NAME:_____

NAME OF YOUR CHILD'S SCHOOL:_____

_____

GRADE:_____

Please mark the appropriate answer:	1 or less	2	3	4 or more
In the current school year:				
1. How many hours per week have you spent helping your child (children) with homework?	_____	_____	_____	_____
2. How many times have you met with the teacher or other school personnel?	_____	_____	_____	_____
3. How many times have you attended PTA meetings?	_____	_____	_____	_____
4. How many times have you attended meetings of the Bilingual Advisory Committee?	_____	_____	_____	_____
5. How many times have you attended sports activities offered by the school?	_____	_____	_____	_____
6. How many times have you participated in some school activity such as a trip to a museum, etc.?	_____	_____	_____	_____
7. How many times have you done volunteer work at the school?	_____	_____	_____	_____
8. How many times have you participated in other school activities such as conferences for parents, etc.?	_____	_____	_____	_____

Cultural Sensitivities: A Self Test

- Am I knowledgeable about and sensitive to my students' cultural backgrounds, values, and traditions?
- Am I able to respect the children's cultures and backgrounds when they're different from my own?
- Do I provide a classroom atmosphere and decor that recognize and respect my students' cultures?
- Do I show support by focusing on "good" behavior rather than on "bad" behavior?
- Do I seek out curricular materials that are culturally appropriate to supplement those that are misleading?
- Do I let students know when I don't understand something about their culture? Do learning and teaching work both ways in my classroom?
- Do I encourage students to share their culture with others if they want to?
- Have I discarded stereotypes so that I can support each student's growth as an individual?
- Do I make students, parents, and other community members feel welcome in my classroom?

Adapted from "Resolving Discipline Problems for Indian Students: A Preventive Approach." Barbetta L. Lockart, New Mexico State University.

Rochester City School District

Adult and Continuing Instruction

Early Childhood Handout: Louise Andrews

But If You Don't Speak Five Languages Then How Can You Teach The Children?

I Circle Time

-Keep circle time short in the beginning.
-Start out the tune by doing a few of the same songs or finger plays each day. This helps children cue into something that is familiar each session.
-Try to remember to sing new songs slowly at first.
-Make eye contact with each child going completely around the circle as you sing or do finger plays.
-Songs and finger plays with simple words but lot of movement work well:

Where is Thumbkin?
Head, Shoulders, Knees and Toes
If You're Happy and You Know It
Clap, Roll, Shake, Pound Your Hands

-When reading stories edit as you need to, go with what the children say and notice in the pictures. If they point to objects they know, it may not be part of the "story", but acknowledge and praise their speaking efforts.

II Plan Time

Use photographs or simple drawing on a plan board. If children cannot describe or even say one word for the area they choose to work, they can point to a picture and hang up their name sign.

III Work time

House Area - find out from parents familiar items that are used to cook in the home ie; chopsticks, rice baskets, etc.

Look for items in ethnic food stores, or gift shops.

-Ask parents to loan a durable item for a brief period. Ask them to come in and show children how it is used.
-Parents may also be willing to donate decorative pillows, tablecloths, or a wall hanging indicative of their culture.

131 West Broad Street / Rochester, New York 14614 / (716) 262-8327

Toy Area - Ask parents what items they have at home that would be good for counting or comparing sizes.

-Ukrainian - nesting dolls (seriation)
-Ukrainian - painted wooden eggs (sorting and grouping)

Play Dough Table - I have this set up in my room as a work area by itself. You'd be surprised at how each culture makes different and unique foods from dough or pastry. The play dough gives all nationalities a non-threatening medium to work with in representational play. Be sure to provide a variety of tools to explore and work with play dough.

-I keep a chart posted with the play dough recipe in this area at all times.

IV Review Time

-Remember child-child interaction.
-Encourage children to ask each other what they did at work time.
-Let them speak together, as they may use their home language and point or run to the area they worked in.
-Children are your best translators. I have found that at least one or two children gain enough confidence and vocabulary to know how to translate a question for me.

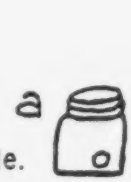
*Don't be afraid to ask:

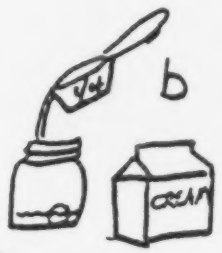
"What did he/she say?" "Tell me." Sit down with a group of children who are talking in their home language, give a smile and ask, "Hey, what are you talking about?"

-Even a one or two work answer gives you a lot of information and clues!

Three Activities for Thursday

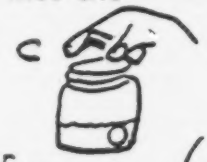
1. Making butter
   Have your child:



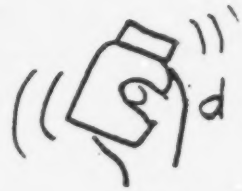


   a. Take a jar with a marble inside.

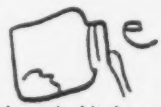
   b. Measure 1/4 cup of cream and pour it into the jar.



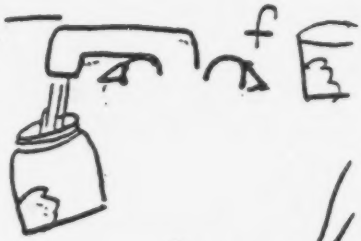
   c. Put the lid on the jar and tighten it.



   d. Shake the jar until it turns into butter.



   e. Pour out the milk.



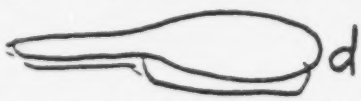
   f. Rinse the butter and put it in a paper cup.

2. Making Tortillas
   Have your child:

   a. Take some masa

   b. Roll it into a ball

   c. Put it between the paper in the Tortillera.

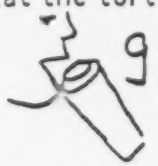


   d. Flatten the tortilla.

   e. Take off the tortilla and put it on the hot plate.

   f. Put the cooked tortilla on a plate.

   g. Eat the tortilla with beans and cheese.

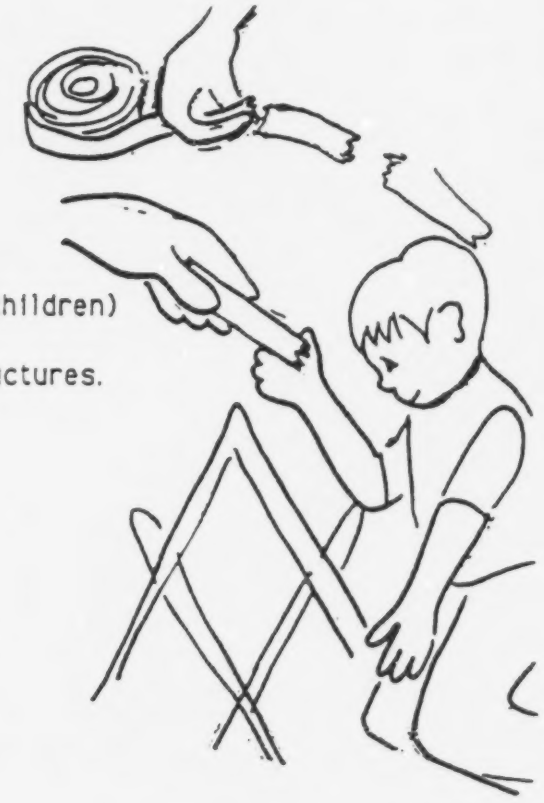


3. Making Paper Structures

a. Tear off pieces of tape.

b. Hand the tape to your child (children)

c. Let your child make wild structures.



THE NATIONAL CENTER FOR FAMILY LITERACY

FAMILY WITHDRAWAL INFORMATION

Site Name: Westside Adult Learning Center

Name of Adult: Dal Thach Date of Withdrawal: May 26, 1992

What is your best judgment of the reason or reasons this person withdrew from the program? Please give as much detail as possible.

Mother needed to find job, because her husband was working and Social services cut their benefits. Mother could no longer go to school

Has the adult completed requirements for the GED certificate?

___ Yes
_✓_ No

Has the adult taken any parts of the GED exam during this year?

___ Yes
_✓_ No

If Yes, what were the scores?

Writing – Part I	___
Writing – Part II	___
Social Studies	___
Science	___
Literature and Arts	___
Mathematics	___

What is the status of the adult at the time of withdrawal from the program? Check one of the following, and give any details that you can.

___ Is planning to enroll in the program again at a later date.
___ Is enrolling in another educational or training program.
_✓_ Has a job.
___ Other

Parent Rating Scales: Summary

Site Name: _____ Date: _____

Parent Name: _____

Please rate this adult on each of the following items using the scale that is given. Make your response by drawing a circle around the number that represents your judgment. For determining the response to make, compare this adult to the group of all adults who have enrolled in your project. For the definitions of the items, use the descriptions which are presented below the scales.

0. Don't Know
1. Low
2. Average
3. High

1.	Degree of Acceptance of Social Norms	0	1	2	3
2.	Commitment to Change	0	1	2	3
3.	Hopefulness of Change in Self and Personal Conditions	0	1	2	3
4.	Confidence of Change	0	1	2	3
5.	Personal Capability to Learn and Change	0	1	2	3
6.	Supportiveness of Environment	0	1	2	3

1. *Degree of Acceptance of Social Norms.* Includes such qualities as: attention to schedules and routines; acceptance of responsibility for children; appropriateness of methods for dealing with children; acceptance of responsibility for self and personal condition; genuineness of relationships with others; or willingness to set goals.

2. *Commitment to Change.* Refers to the degree to which the person is prepared to work to accomplish the changes in personal and life conditions which are desired. This would be shown by the degree to which the time, attention, energies, and other personal resources are given to change.

3. *Hopefulness of Change in Self and Personal Conditions.* Refers to the degree to which the person actually believes that changes in themselves and in their life conditions are possible; the presence of hope.

4. *Confidence of Change.* Refers to the degree to which the person actually expects changes to occur as a result of their efforts; the degree to which the person believes they and their current conditions *will* improve.

5. *Personal Capability to Learn and Change.* Includes such factors as: intellectual capability; mental state; psychological and social states; and levels of prior learning and accomplishment.

6. *Supportiveness of Environment.* Includes such factors as: level of support from family members; absence of burden from other responsibilities and conditions; financial stability of the family; physical and emotional security of the home and surroundings; and freedom from distractions in the home and surroundings.

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Parent Rating Scales

Site Name: _____ Date: _____

Adult Name: _____

For each of the items below, rate the statement on the degree to which you think it is a true description of this parent. Use the scale listed below for your responses. Circle the number for each item to indicate your judgment. (*The feminine form is used in the items because most adults enrolled are female. If the adult is male, please respond as if the masculine form were used.*)

0. Can't say. Not enough information to judge
1. Is not like this at all
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

My best judgment is that the parent named above:

1. Functions at a high academic level.	0	1	2	3	4	5
2. Takes responsibility for complying with routines of the program.	0	1	2	3	4	5
3. Has a stable relationship with adults in her family	0	1	2	3	4	5
4. Has a realistic view of her capabilities.	0	1	2	3	4	5
5. Sets goals and works to accomplish them.	0	1	2	3	4	5
6. Makes significant effort to improve.	0	1	2	3	4	5
7. Lives in a neighborhood which is safe.	0	1	2	3	4	5
8. Has lots of adult friends other than those in class.	0	1	2	3	4	5
9. Has a high level of intellectual ability.	0	1	2	3	4	5
10. Accepts routines of the class and school.	0	1	2	3	4	5
11. Works independently to handle problems.	0	1	2	3	4	5
12. Has lots of obstacles to overcome.	0	1	2	3	4	5
13. Has strong support from family and friends.	0	1	2	3	4	5
14. Is able to set long-term goals.	0	1	2	3	4	5
15. Believes that she has control over her life.	0	1	2	3	4	5
16. Attends school regularly and is engaged in work while present.	0	1	2	3	4	5
17. Maintains a sound, stable relationship with her children.	0	1	2	3	4	5
18. Believes that work in the program will result in changes in her life.	0	1	2	3	4	5

0. Can't say. Not enough information to judge
1. Is not like this at all
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

My best judgment is that the parent named above:

19. Has expectations which are not reasonable to accomplish.	0	1	2	3	4	5
20. Lives in a home setting that is abusive to her or her children.	0	1	2	3	4	5
21. Wants to get away from the responsibility for her child.	0	1	2	3	4	5
22. Has enough family income to live without stress from shortages.	0	1	2	3	4	5
23. Is willing to work to make changes in life.	0	1	2	3	4	5
24. Is punctual in work and habits.	0	1	2	3	4	5
25. Has stable relationships with an adult of the opposite sex.	0	1	2	3	4	5
26. Recognizes that short-term goals are means to achieve long-term goals.	0	1	2	3	4	5
27. Is able to judge what is reasonable to try to accomplish.	0	1	2	3	4	5
28. Has family members who support her educational efforts.	0	1	2	3	4	5
29. Overuses drugs or alcohol.	0	1	2	3	4	5
30. Works well with other parents in the program.	0	1	2	3	4	5
31. Has easy, genuine relationships with her child.	0	1	2	3	4	5
32. Sets goals and works toward them as a way to change.	0	1	2	3	4	5
33. Believes that power to change rests with some source outside herself.	0	1	2	3	4	5
34. Identifies personal changes to be made, and works to accomplish those changes.	0	1	2	3	4	5
35. Makes quick progress in academic tasks.	0	1	2	3	4	5
36. Believes that personal goals which are set *will* be accomplished.	0	1	2	3	4	5
37. Seems genuinely concerned about the future of her children.	0	1	2	3	4	5
38. Is confident in approach to academic tasks.	0	1	2	3	4	5
39. Has few, if any threats to her family.	0	1	2	3	4	5
40. Is able to accept objective judgments of her performance.	0	1	2	3	4	5

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0. Can't say. Not enough information to judge
1. Is not like this at all
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

My best judgment is that the parent named above:

41. Talks about her child's future in terms that seem realistic.	0	1	2	3	4	5
42. Is willing to learn new ways to deal with her child and family.	0	1	2	3	4	5
43. Is aware of the effect of her actions on her child.	0	1	2	3	4	5
44. Works to help other students solve their problems and address their needs.	0	1	2	3	4	5
45. Uses an effective set of study and learning strategies.	0	1	2	3	4	5
46. Had a stable family environment while she was growing up.	0	1	2	3	4	5
47. Uses language and behaviors with children that demonstrate genuine attention to the children.	0	1	2	3	4	5
48. Demonstrates a good sense of self confidence in relationships with adults.	0	1	2	3	4	5
49. Is afraid to try new or difficult tasks.	0	1	2	3	4	5
50. Has a genuine hope that personal and family changes *will* occur.	0	1	2	3	4	5
51. Has a spousal or other adult relationship that causes fear of harm to herself or to her children.	0	1	2	3	4	5
52. Keeps a regular schedule for her family and her school work.	0	1	2	3	4	5
53. Uses abusive or threatening language with her children.	0	1	2	3	4	5
54. Abuses public assistance programs or services.	0	1	2	3	4	5
55. Is impatient in dealing with her children.	0	1	2	3	4	5
56. Shows a temper if she does not get her way.	0	1	2	3	4	5
57. Brags about her own abilities to cover for a low self esteem.	0	1	2	3	4	5
58. Talks about her future in "grand" terms, but seems to have an unrealistic view of what it takes to achieve those ends.	0	1	2	3	4	5
59. Gives attention to her personal wishes over the needs or interests of her children.	0	1	2	3	4	5
60. *Expects* her children to be successful in their education.	0	1	2	3	4	5

experience the parents had in conjunction with the early childhood program, where they cooked with their children under staff supervision and were shown how it can be a safe learning experience.

Parent/Child Literacy Behavior Checklist Summary

	Pre			Post		
	Never	Sometimes	Often	Never	Sometimes	Often
1. The family has books in the home.	3	15	3	0	0	21
2. A parent (or other) has read to the child.	0	19	2	0	2	19
3. The family visits the city library.	18	2	1	0	20	1
4. The parents play games with the children.	0	18	3	0	1	20
5. The children have coloring books.	3	14	4	2	13	6
6. The parents have taught the child songs or nursery rhymes.	1	19	1	0	3	18
7. The parents take walks or short trips with the child.	0	19	2	0	18	3
8. The child cooks with the parents.	15	6	0	3	18	0
9. The child goes to the store with the parents.	3	3	15	2	3	16
10. The parents get a newspaper or receive periodicals.	5	14	2	5	14	2
11. The parents have told the children stories or folktales.	4	14	3	0	14	7

The objective appears to have been met at a 100% success rate.

Objective 4.4

By June 15 of the first project year, project paraprofessionals will demonstrate increased skills in working with parents in school and in their home.

Accredited training was not provided because tuition was not an allowable cost. Instead, three trainings were provided for the four aides, and their increased skill can be inferred from

COMING TO AMERICA

...Marina Tolentino

When I came to this country I was sad. I did not like the idea to come here, but it was my mother's idea. The reason why I did not want to come was because I love my Grandfather. Since I was three days old my mother left me with my grandfather. He raised me until I was about twelve year old. I did not want to leave my grandfather for any reason. To me, my grandfather was everything to me. He spoiled me in every way. I knew that living with my mother was not going to be the same. Another thing is that I was not used to live with her. My mother to me was almost a stranger.

Operation Bootstrap

MY FAMILY

...Margarita Rodriguez

My family is beautiful. My family is my father, mother, 3 sisters and 3 brothers. They live in Puerto Rico. I saw them last on September 30, 1989 before I came to the United State. I think about my family. When I was a little girl we would go to the park and play. My father played baseball with me. My mother taught me how to jump rope.

I liked listening when my mother said to me, "I love you, my daughter".

I'd like to visit my family in five or six months. When I see them I will hug and kiss.

Everybody! I will feel very, very good.

Salem Job Training

GOALS

...Maureen Hegarty

Dear Sylvia and John,

I am proud to be going to school. I think I have learned a lot, but I still need more help in a lot of things like in math: I thought math would be easy for me but I was wrong. No matter how many times I try to study my times tables I cannot remember; then it is like a blank. I do like math because I learned how to divide and do fractions. Some I can do and some are hard for me.

I also like to read now. I never did like to read. Since I have been going to school, I like to read and do math and a lot of other things. I am not used to writing because I have a hard time spelling some words. I am not good in writing essays; I need some more help in that too. I also like Mark's class. We learn a lot from him like before Christ was born and how he was born and how it was in those days and about skillful craftsmen and cities and villages. So we do learn a lot in school. I am glad I did come back to school. It is not like a school for kids, it is for adults and these teachers have a lot of patience with us and that means a lot to me and every one else.

Community Learning Center

THE SCHOOL SYSTEM IN MY COUNTRY

...Piel Segura

To be a student and pass grades in the Republic, you need to study a lot 'cause if you don't, you won't pass to the next grade. It doesn't matter if you are over the age for that grade, they don't care if you have to stay back for two or three years. They want to make sure you know everything and to make sure you do, they give a lot of homework.

For example: You have to take your books home everyday 'cause they give you 1 or 2 pages of homework for every subject you're taking in class. And to make sure you have study, they ask you questions about it.

In my opinion it is a very good system to make sure that children and youth learn, 'cause in a few other countries, children keep passing grades without really learning what they study.

Operation Bootstrap

MI IMPRESION HACIA LOS ESTADO UNIDOS

...Maria Gonzales

Salir de mi pais y considerame amante de el, es algo dificil y facil de explicar a la vez, porque? En principio no deseaba abandonar la tierra que me vio nacer, mis raices, costumbres, idioma, amistades, status social para que?

La idea generalizada es la de que en E.U. hay dolares, dolarès que escasean y brillan por su ausencia en mi pais. Ejemplo: en la actualidad un dolar, equivale a doce de la moneda nacional.

Desde luego esto contribuye a hacer nuestra economia mas pauperrima; aunque. Observado de otro modo, significo que si usted envia a su pais x cantidad de dinero, esta le sera aumentado, para beneplacito de los que reciben el dinero.

fue un cambio muy brusco desde mi tierra a este pais. Estoy en Los E.U. sera' la tierra prometida?

Yo considero que el hecho de venir a residir a la ciudad de Las Brujas: "Salem", no es algo casual, desde el punto de vista metafisico.

A pensar de que esta ciudad viene siendo una especie de zona nural, como: New York, Los Angeles, Boston, California...

Desde el 1er dia que pise' suelo en Salem, que die' facinada, me daba la impresion de una paz sacrosanta, las avecillas revoluteando por doquien, el vendor de la arboleda, las calles estrechas aqui todo parece detenerse, estar suspandido en el tiempo. Se podria decir me da la impresion, una ciudad dormida, esperando, que?

This story tells of the author's feelings and ideas of leaving her roots and country, it's language and customs and moving to the United States, particularly to the City of Salem, MA.

Salem Job Training

MY FIRST IMPRESSION IN THE U.S.

...Marta Ochaeta

I came to the united state in March 27-91 from Guatemala.
My first impression was very positive. For example, when i came here and saw the big buildings, large street and people.
I'm anxious to see the snow because in my country we don't have snow. there the winter is cold and in the summer is hot.
My country is "Eternally Spring"

Another experience is the food
For example, in my country people spend a lot of time to prepare the dinner.
we eat natural products.
in the market the fruits is fresh every time.
I like the united states for your liberty besides in the Angeles California has a beatiful Gardens.
My first impression is very nice
Thank you united state for the oportunity

The Barbara Bush Foundation for Family Literacy and The Lawrence Public Library Newcomer Family Literacy Project.

GLOUCESTER

...Maritza Severino

Today when I got out of my bed, I gave thanks to my Lord for the new day. I thought about how pleasant it is to live in Gloucester, because this city is very quiet, and the people are pacific and gentle.

I like the city, the sun, the sea, and to smell the fragrance of iodine and salt. I like also, to see the sea-gulls.

I enjoy going to the park with my children because my kids run free and play on the swings and other games. But the most beautiful sight is to see their faces happy and their pretty smiles because mama is with them.

Salem Job Training

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GOALS

...Marthence Deriveau

I was born in Haiti July 5, 1961. I'm the youngest one in my family, my mother had six children, four boys and two girls. I came to the U.S.A. when I was 15 years old in 1976. When I entered here I went to Michigan. I stayed there for two weeks at my brother's house. I had to leave my brother because my mother lives in Somerville, MA. When I came here I went to Somerville High School. After a couple of months my brother bought my mother a house in Michigan.

When we got there me and my sister didn't like Michigan, so we asked my mother to move. My mother moved with us to Spring Valley, N.Y. I spent six years there in N.Y., and after that I moved to N.J. to look for a job. While I was there I met my husband and we got married after a couple of months. I had my son and after a year an half I had my daughter. After two and a half years me and my husband got separated and I came to MA to live with my two kids because that's where my gamily was living, so that I could get some help from my mother with the kids. While I'm here I got divorced, thank God.

When I came here I decided to go back to school. I said to myself if I have kids my life has to change because life is getting harder and harder and more expensive. I said to myself I need more education because I'm not going to work for a small amount of money any more. I have two kids without a father and the kids are growing up. I need more education for them, because they need me for everything. They will ask you a lot of questions in life and you have to be prepared for them.

I know if I put my head together I know I will get there because I want to be a genius computer operator. I know I'll make it because I love it. The kids will be proud of me.

Community Learning Center

MY FIRST TIME IN U.S.

...Catalina Sanchez

When I came to United States, in November 8th 1986. I felt very sad, because I left my daughters and husband back in my country. It was hard for me, because I missed them, very much at the time.

When I had a week here, I wanted a job, but I couldn't found it. Later my aunt-in-law told me about school. I love to learn, no matter what it was. I asked can I come with you. She said yes. I'm pleased a little bit because I found something to fill my emptiness in my heart.

I came to Mass. in 1987. I lived with my cousin. I found a job immediately in a factory. Its name is Tech Park. I worked for two years and a half. I worked from six a.m. to five p.m. I had to get up at five o'clock in the morning, but I didn't forget the school. I continued going to school, but in the time any one told me about something I can do.

When I could bring my daughters here I felt so happy, but I didn't think, that, I would have any problem, because we were living with my family and there was to many person in that apartment.

One afternoon, I had to go out. When I came back, my little daughter had a fight with my little cousin. It was my first problem. I had to quit my job and went to Welfare because I needed help.

They helped me. I moved into an apartment and I lived with my daughters.

I feel better and try to go on in the school.

I applied to study English as a second language. I found a friend and she told me about a North Shore Community College, and I said, I would like, but I didn't have a G.E.D. and she said O.K. I'll try to help you.

She asked somebody about what do I have to do, then she told me what I had to do, when I knew about it, I made an appointment, and I took those test and I passed them! I am very happy! I hope to go to College and be successfull.

Now I say thanks God, thanks U.S. and thanks every body for helping me.

Salem Job Training

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Progress Checklist
Name_____

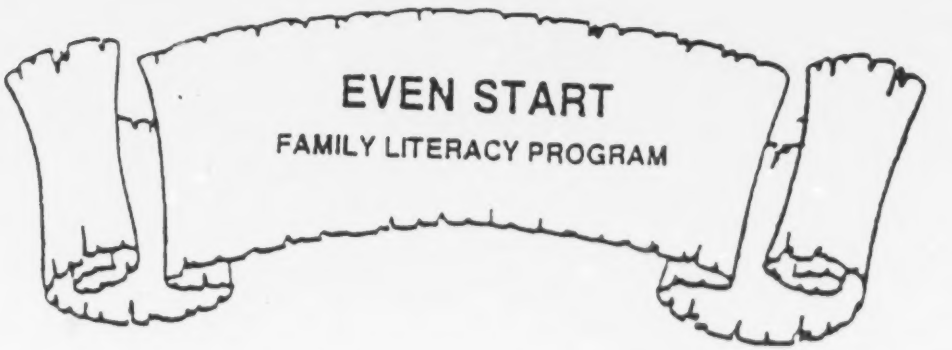
	After Cycle of Class		
	More	Less	No Change
Personal, affective changes			
feeling at ease in English setting			
willingness to take risks			
ability to identify personal learning goals			
abillty to address personal problems			
Social changes in the classroom /among peers			
self-direction of learning			
class participation			
ability to help and support peers			
ability to express opnion or diagree			
ability to take on new roles			
ability to reflect on classroom dynamics			
Changes in relation to children's education			
support at home			
confidence of ability to help child			
interest in storytelling			
use of songs, finger plays			
confidence in importance of first language			
knowledge of how to help preschoolers			
contact with school (older children)			
advocacy on childrens behalf (older children)			
stories read to children			
involvement of children in everyday activites			
Changes in writing			
mechanics (letter formation, spelling, etc.)			
length of written pieces			
ability to generate ideas			
confidence in abillty to draft and elaborate ideas			
ability to write about personal experience			
Changes in Reading			
ability to read English in environment			
sound/letter/word recognition			
predicting			
using prior knowledge			
using context			

	More	Less	No Change
Changes in Oral language Use			
comprehension			
ability to ask questions			
clarity of pronunciation			
immediacy of response			
length of utterances			
taking the intiative			
taking risks			
ability to express opinions			
Changes in Uses of Literacy			
functional uses in specific contexts			
consumer choice			
employment			
housing			
money/banking			
health care			
child's schooling			
filling out forms			
letters/notes			
using literacy for personal expression			
using literacy in family interactions			
using literacy for advocacy			
increased independence in literacy use			

NA= Not applicable

NA

NA



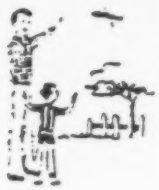
TARJETA DE CALIFICACION
PARA PADRES
REPORT CARD for PARENTS

Being a parent is not an easy task, yet it is probably the most important and influential jcb a person can have.

This report card for parents is an outreach effort by Hidalgo I.S.D. designed to assist parents in evaluating, preparing, and planning for their role in their child's development and education.

Ser padre es una tarea difícil, sin embargo es probablemente la tarea más importante e influyente que una persona pueda tener.

Esta tarjeta de calificación para padres es un esfuerzo por parte del distrito escolar de Hidalgo de llegar a uds. y ayudarlos a evaluar, preparar y planear su papel en el desarrollo y la educación de sus hijos.



AFECTIVO

Yo.....	Excelente/ Excellent	Satisfactorio Satisfactory	Necesito Mejorar/ Need to Improve
Sonrio frecuentemente?			
Alabo a mi hijo/a?			
Evito comparar a mi hijo/a con otros niños?			
Enseño a mi hijo/a a ser responsable?			
Animo a mi hijo/a a emprender cosas nuevas?			
Mando a mi hijo/a de buen humor a la escuela?			
Mando a mi hijo/a aseado a la escuela?			
Abrazo a mi hijo/a seguido?			
Demuestro paciencia a mi hijo/a?			
Hago que mi hijo/a se sienta importante?			

AFFECTIVE

Do I.....			
Smile often?			
Praise my child?			
Avoid comparison with other children?			
Teach my child responsibility?			
Encourage my child to try new things?			
Send my child to school in a happy mood?			
Send my child to school neat and clean?			
Hug my child?			
Demonstrate patience?			
Make my child feel important?			

GENERAL

	Excelente/ Excellent	Satisfactorio Satisfactory	Necesito Mejorar/ Need to Improve
Mande a mi hijo/a a la escuela con regularidad?			
Mande a mi hijo/a a dormir a una hora razonable?			
Mande a mi hijo/a a la escuela a tiempo?			
Conocí a la maestra de mi hijo/a?			
Me comuniqué con la maestra para saber cómo iba progresando mi hijo/a?			
Visite la escuela que asiste mi hijo/a?			
Insistí en una cierta hora para hacer la tarea?			
Continué con los encargos de tarea?			
Asistí a las juntas de padres?			
Ofrecí mis servicios como voluntaria en la sala de clase?			
Leí las noticias de la escuela?			
Manifiesto una actitud positiva hacia la escuela?			

GENERAL

Send my child to school on a regular basis?			
Send my child to bed at a reasonable hour?			
Send my child to school on time?			
Know my child's teacher?			
Contact my child's teacher on a regular basis to find out how he/she is progressing?			
Visit my child's school?			
Insist in a regular time for homework?			
Follow through on homework assignments?			
Attend parent meetings?			
Volunteer my services in the classroom?			

FAMILY ENGLISH LITERACY PROGRAM

NOMBRE:_____

FECHA:_____

¿CUANTOS HIJOS TIENE USTED?_____

NOMBRE DE HIJO/A:_____

NOMBRE DE LA ESCUELA DE SUS HIJOS:_____

_____

GRADO:_____

Por favor marque la respuesta adecuada:	1 o menos	2	3	4 o más
En el presente curso escolar:				
1. ¿Cuántas horas por semana ha dedicado Ud. a ayudar a su(s) hijo(s) en las tareas escolares?	_____	_____	_____	_____
2. ¿Cuántas veces se ha entrevistado con la maestra u otro miembro del personal del colegio?	_____	_____	_____	_____
3. ¿Cuántas veces ha participado en reuniones del PTA?	_____	_____	_____	_____
4. ¿Cuántas veces ha participado en una reunion del Advisory Committee (Comité Asesor de programas bilingües)?	_____	_____	_____	_____
5. ¿Cuántas veces ha asistido a alguna actividad de deportes ofrecida por escuela?	_____	_____	_____	_____
6. ¿Cuántas veces ha participado en alguna actividad relacionada con la escuela como viaje a un museo, etc?	_____	_____	_____	_____
7. ¿Cuántas veces ha participado en alguna actividad de caracter voluntario?	_____	_____	_____	_____
8. ¿Cuántas veces ha tomado parte en cualquier otra actividad escolar como charlas para padres, etc?	_____	_____	_____	_____

BEST COPY AVAILABLE

FAMILY ENGLISH LITERACY PROGRAM
LESSON PLAN

UNIT: Education LEVEL: A

TOPIC: Open House/PTA

OBJECTIVES:

1. Describe Open House and its purpose.
2. Describe the family's role within the school.
3. Describe the importance of being a PTA member.

WORD BANK:

open house	Parent-Teacher Association	parents
invite	PTA	together
meet	join	up-to-date
involved	teachers	welcome
members	observant	active
visit	empowered	

PHRASE BANK:

How is Emilia doing in {Mathematics / English / History} ?

GRAMMATICAL STRUCTURE:

Review (wh) questions
Review days of the week, months of the year and time

How is Emilia doing in {Mathematics / English / History} ?
She is doing very well.

PHONOLOGICAL STRUCTURES:

Initial consonant sounds v/b/f
Long and short vowel pronunciation.
Questions with rising intonation.

PROCEDURES:

1. Direct students to the first page of the handout titled *"Welcome Parents Welcome."* Explain that the sign facsimile announces "Open House Night" or sometimes called "back to school night." Ask if students are familiar with open house at their children's school, either in the United States or their native countries. Ask the students what they believe the purpose of an 'open house' might be. This is a good time to make a clear distinction between a personal conference with a teacher and open house night. Explain that the open house is usually held near the beginning of the school year to acquaint parents with the school and its staff, and most especially, their child's teacher and classroom.

2. Focus on the graphic sign and ask students to circle any words they do not understand. Clarify any vocabulary issues. Read the sign aloud at a moderate speed several times. Ask for 5 volunteer readers and assign

them the different sections: 1) heading 2) where 3) when 4) time 5) why.

3. At the bottom of this page are questions to evaluate content comprehension. Students will be able to answer questions 1 through 4 from the information on the sign. Question number 5 requires the student to imagine, therefore, encourage any realistic replies. Circulate around the room while students answer the questions to make sure they are working well. When everyone is finished go over answers and have student volunteers write them on the board.

4. Turn to the "Classification Activity Sheet." This is a review of vocabulary from previous units. Go over the pronunciation using simple repetition and choral response. Explain that there are 4 categories (sections for like items) at the bottom of the page, then name them and have students repeat. Next, instruct students to write the words from the list in the proper section. Have four student volunteers write their lists on the board upon completion.

5. Turn to the dialogue *"Open House Night."* Ask predicting questions as students investigate the title and the illustration. "Who are the people in the picture?" "Where are they?" "How do you know?" "Why are their hands together?" "Is this a pleasant event?" Have students listen as you read the dialogue slowly two or three lines. You may want to break it into two parts, starting with only the first two times and then adding the rest at a later time. Ask if there are any unfamiliar vocabulary words. Read the dialogue again with the students repeating. Divide the class into three sections representing the three speakers in the dialogue. Have them practice the dialogue two times in this manner. It may take more than one start to get everyone reading at one time. Switch roles and practice again. Assign the roles to three volunteers and have them act out the conversation. Next divide the class into small cooperative learning groups of three people each. During this practice they will substitute their own names and names of their children in the appropriate places. Once they feel comfortable with using the dialogue in this manner, have them continue practicing. This time, substitute not only the names but also the subjects, changing English to Mathematics or Social Studies and so on. Note that this dialogue uses the word VERY four times. Stress and practice the word VERY, emphasizing the correct formation of the initial V sound. The sounds of V and B are often confused in second language acquisition and interfere with correct pronunciation.

6. Turn to the "Sound Discrimination and Pronunciation Activity Sheet." Explain to the students that you will say each word and they should repeat, paying special attention to the initial consonant sound. Explain that in this activity it is not necessary to comprehend the meaning of each word, rather, to concentrate on sound production. At the top of each column is a description of the lip and/or teeth placement and whether or not to let out air in order to approximate the consonant sound correctly. Briefly, explain this to the students and suggest that they might practice in front of a mirror at home. Say each word and give wait time for students to repeat chorally. The words should be read across the page, to take advantage of the rhyming patterns. Briefly

point out the sound similarities of varying vowels or vowel combination. (Ex: bail, veil, vale) It is not appropriate to probe deeply into phonics at this time.

7. Turn to the story *"Joining the PTA."* Ask predicting type questions about the title and illustration. "Why are there balloons in the picture?" "Where are the woman and man?" "What is the woman writing?" and so on. Give the students a few minutes to read the story. They should underline any words they do not understand. Answer any question concerning vocabulary. Discuss any concepts or organizations similar to the PTA that are or have been in place in the students' native countries. Queries might include, "Does a group exist?" "What's the name of the group?" "Who joins?" "What do they do?" "How much does it cost?" "Were you part of the group?" Next read the paragraph aloud at normal speed and then again more slowly. Have a few volunteers read the paragraph aloud. You can have them read the whole paragraph or sentence by sentence.

8. On the following *"Story Activity Page"* have students answer the six questions about the story to check their comprehension. Go over the answers and have some students write correct responses on the board in complete sentences.

9. Show the students the vowels in the middle of this page. Write the word vowel on the board. Pronounce the five vowels and have students repeat, one vowel at a time. Explain that these five vowels make more that ten different sounds in English. Refer back to the Sound Discrimination and Pronunciation page to illustrate this phonological feature. (Ex: bail, veil, vale) Explain that when the vowels are said in isolation or in the alphabet, the long form is used. Write the words aviation, emergency, ice, oh!, uniform on the board. Pronounce the words and have students repeat. Explain that these words use the long vowel sound and most dictionaries will include the line over the vowel to indicate the correct pronunciation. You may have students check in their dictionaries to spot an appropriate example, however, it is not advisable to get too technical or too busy with this discussion.

10. At the bottom of this page is a writing activity. Note that this is the story *"Joining the PTA,"* with all the vowels omitted. Tell the students that they have read this story before but that they should try to fill in the vowels first without looking back at the complete story. Divide the class into small cooperative learning groups of three or four students. Read the story aloud slowly and ask students to listen closely to each word. They may write some missing vowels at this time but caution them that to try to write all, or too many, would be frustrating. They should focus most of their attention on listening. Next, they should work cooperatively with group members to complete the story words. All blanks should be filled in before looking back at the original story.

11. Turn to *"How to Describe a PTA Member"*. Explain to the students that the words around the star are adjectives that begin with a short vowel sound. You might give examples with simple line drawings on the board.

Ex: Apple
Elephant
Insect
Octopus
Umbrella

Explain that another symbol is used to indicate a short vowel sound (a, e, i, o, u). Have students look in their dictionaries to spot an appropriate example. Pronounce the five adjectives from the page and have students repeat. Help clarify any comprehension questions.

12. Direct student to the page entitled *"What does the PTA Do"?* Explain that the PTA members share many activities and talents and that it is this cooperative spirit that makes the PTA work. Tell the students that they are going to brainstorm (all members of the group contribute ideas) for ideas about all the different things members of the PTA might do. Complete the concept map on the board as students call out ideas and suggestions. The students have a concept map pattern in their handouts to write on also.

13. Turn to "Question/Answer Comprehension Activities" and explain to students that questions are usually spoken with a rising intonation at the end of the sentence. Say the four questions on this page and have students repeat using choral repetition. Next have each student pair off with a partner and practice this procedure. Walk around and listen as students continue practicing.

14. *"What is the PTA"?* is a jazz chant to give students practice with English rhythm and intonation. This chant is designed to be used with two groups or an individual (such as the teacher) and a whole group response. Jazz chants are most effective when this procedure is followed:
    a. Explain context and vocabulary of chant.
    b. Use conversational tone and intonation.
    c. Give each line to the class orally and let them repeat.
    d. Correct pronunciation and intonation.*
    e. Establish beat with snapping fingers, clapping, counting.
    f. Divide the class into two parts.
    g. Give the line and one half of the class repeats.
    h. Give the new line and the other half repeats.
    i. Conduct dialogue of chant between class and teacher.
    j. Switch parts with the class.
    k. Get class to dialogue back and forth without you.

*In her book Jazz Chants, Carolyn Graham says that it usually isn't necessary to correct pronunciation because eventually students pick it up from the frequent repetitions over time.

PARENTING ISSUES:

It is important for parents to identify the link between home and school as a significant determinant in their child's social and academic achievement. Parents play as important a role as do schools, teachers, and administrators in their child's educational process. Parents need to be involved in school supported functions and organizations.

CULTURAL ISSUES:

Differences in levels of parental involvement in the United States and their native country. Compare and contrast organizations and events that focus on parental involvement.

INSTRUCTIONAL MATERIALS:

1. Reading Passages: *"Welcome Parents Welcome"*
   "Joining the PTA"
2. Dialogues: *"Open House Night"*
   "What is the PTA?"
3. Classification Activity
4. Sound Discrimination/Pronunciation Activity
5. Question/Answer Comprehension Activities (2)
6. Brainstorm/Concept Map
7. Vowel Pronunciation Activity
8. Word Search
9. Crossword Puzzle
10. Word Bank

EVALUATION:

1. Role Play/Reading Exercises
2. Accurate completion of Classification Activity
3. Correct response to reading comprehension questions
4. Completion of Concept Map Activity
5. Teacher Observation of Sound Discrimination/Pronunciation exercises

PARENT/CHILD ACTIVITY:

Parent and child should complete the word search and crossword puzzle together.